DOCUMENT RESUME

ED 450 561 FL 026 186

AUTHOR	Brien, Alistair, Ed.
TITLE	German Teaching: The German Journal of the Association for Language Learning, 1994-1997.
INSTITUTION	Association for Language Learning, Rugby (England).
ISSN	ISSN-0953-4822
PUB DATE	1997-00-00
NOTE	430p.; Published twice a year.
PUB TYPE	Collected Works - Serials (022)
LANGUAGE	English, German
JOURNAL CIT	German Teaching: The German Journal of the Association for Language Learning; n10-16 Dec 1994-Dec 1997
EDRS PRICE	MF01/PC18 Plus Postage.
DESCRIPTORS	Adult Education; Classroom Techniques; College Students; Computer Uses in Education; Cultural Education; Elementary Secondary Education; Evaluation Methods; *German; German Literature; Grammar; High School Students; Higher Education; Instructional Materials; Internet; Language Fluency; Language Proficiency; Listening Skills; Multimedia Materials; Native Speakers; Second Language Instruction; Second Language Learning; Special Education; World Wide Web
IDENTIFIERS	Boll (Heinrich); Brecht (Bertolt); Germany; Mann (Thomas); United Kingdom

ABSTRACT

This journal focuses on teaching and learning German as a foreign language. Selected articles include the following: "Give Students Autonomy!" German in Great Britain"; "Open Access and Listening Skills"; "Communication with Computers"; "The Quest for Fluency and Accuracy"; "Binational Problem Solving"; "Foreign Language Instruction in England from the Point of View of a Female German Teacher"; "Technology, Work, and Culture in Karlsruhe"; "CALL in Germany: A Case Study"; "The Value of A Level Textbooks for Teaching German";"; "The Infobahn as a Teaching Resource"; "Poetry and Truth: Writing Poetry in Germany"; "Teaching Boll's Katarina Blum"; "German Instruction for Younger Elementary and Secondary School Students"; "Deutsch Plus: The BBC'S New Multimedia Course for Adult Beginners"; "Regular features include: News and Notes; Publications Received; Reviews; Notes for Contributors; and Classroom Resource Material. All articles are extensively referenced. (KFT)

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ED 450 561

German Teaching: The German Journal of the Association for Language Learning, 1994-1997.

Numbers 10-16

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ASSOCIATION for
LANGUAGE
LEARNING

GERMAN TEACHING

The German Journal of the Association for Language Learning

Give students autonomy!

Germany's *bilinguale Züge*

Kommunikation per Computer

DECEMBER 1994
No 10

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German Teaching is published twice a year, in June and December. It is supplied to ALL members who choose it as one of their two specialist language journals in addition to *Language Learning Journal* and *Language World*, and is available on subscription to libraries and individuals.

Other journals published by the Association for Language Learning
Language Learning Journal, Francophonie, Vida Hispánica, Tuttitalia, Rusistika, Dutch Crossing, (published by the Centre for Low Countries Studies), Language World Quarterly Newsletter

Reviews: *German Teaching* aims to list and review a maximum number of new publications in the fields of language, linguistics and culture/society of the German-speaking countries.
Publications should be sent to the Reviews Editor

Advertising: Enquiries should be addressed to the Advertising Manager at the address below

Notes for contributors: See page 64

Official address: Association for Language Learning, 16 Regent Place, Rugby CV21 2PN
Tel: 0788 546443. Fax: 0788 544149

GERMAN TEACHING

ISSN 0953-4822 December 1994 No. 10

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Published by
Association for Language Learning
Printed by
Stephen Austin & Sons Ltd

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Give students autonomy!

Kate Corney University of York
Sydney Thorne

The authors of *Solo* respond here to Günter Leman's article in the last issue of *GT*, in which he questioned the validity of autonomous styles of learning.

A few years ago, many of us would have thrown our hands up in horror at the very thought! We were, at the time, into didactic styles of teaching: the all-singing, all-dancing performers who could be recognised on a Friday afternoon by our total exhaustion and hoarse voices. We felt we had to pull all the strings and organise every aspect of each lesson, despite the fact that our students had been organising themselves quite successfully at primary school.

Many secondary school teachers will have had the opportunity to observe primary school pupils in action. On numerous occasions, we have seen children as young as five move autonomously from one activity to another, guided by their job sheets, and with appropriate teacher support. In some schools, children assume some responsibility for record-keeping (sometimes in picture form). Children at Key Stage 2 are able to evaluate their progress, i.e. to take guided decisions about what they should do to build on their strengths and improve on their weaknesses. It is a delight to witness the children's self-confidence, their involvement and their sense of purpose.

Too often, at secondary school, we spent the first year de-skilling them. By the time they were fourteen we would complain how unable they were to do anything for themselves; and by the time GCSE was looming, we so wished that the class could get on with a task by themselves, while we could (on occasions) deal with the problems of individual students.

The drive towards more autonomy in the secondary school classroom aims to build on the strengths developed at primary school. It does not mean, as cynics might suppose, that the teacher puts his/her feet up on the table and lets the class 'get on'. It means that students are gradually made aware of the stages in the language-learning process (stages such as setting goals, recognition, repetition, grammar work, manipulation and evaluation). It means that students are made to reflect on which sorts of activities, at each stage, *they* find most useful, so that they are better equipped to deal with a given task on their own (e.g. previously, students might be set a homework task of 'Learn these words', with no more guidance given; students brought up with autonomy in mind would have strategies at hand to help them *how* to learn the set of words).

Autonomy does not mean that students spend all, or indeed the majority, of their time working on their own. It does mean that students are challenged to think for themselves *how* they are going to tackle pair and group activities. For example, we all have experience of the wooden dialogues performed by students who do not know what their real aim is, who have not considered whether, by intonation, they wish to convey friendliness, politeness, anger, sarcasm or humour. Giving students the autonomy to decide this for themselves leads to livelier, more purposeful and more real pair and class work.

As with all 'new' directions in teaching, autonomy is not as radical as it might appear. It is more a shift of emphasis onto needs and methods which have always been with us. A chief argument for homework, for example, is that it is an opportunity for students to work on their own. Students have always worked independently of the teacher when revising, when

devising their own dialogues, when the teacher was absent or when the teacher was helping individual students. The drive to greater autonomy seeks to equip students to make better use of these opportunities, and to open up more occasions on which students can address their own needs by working independently of the teacher (alone, or with a partner). The drive to greater autonomy recognises that all classes – even a setted class – are 'mixed-ability' classes, and allows for real differentiation to take place. Not coincidentally, this is a requirement of the OFSTED inspectors: 'Where teaching is good, the lessons cater appropriately for the learning of pupils of different abilities and interests, and ensure the full participation of all. The teaching methods suit the topic or subject as well as the students.'
(*Quality of Teaching: Guidance. OFSTED*)

OFSTED, clearly, expects students to assume a degree of self-organisation, and to be aware of a repertoire of activities which they can, independently, carry out when the need arises. 'Where learning is good, pupils adjust well to the demands of working in different contexts, selecting appropriate methods and organising effectively the resources they need. They evaluate their own work and come to realistic judgements about it.' (*Quality of Learning: Guidance. OFSTED*)

The student skills required by OFSTED cannot be produced at the drop of a hat. They need training, and we believe that training should begin in Year 7, building on the primary school experience. Initially, students will be made more and more aware of the skills, attitudes and knowledge which they need to adopt for successful language learning; increasingly, students will have opportunities to try out their skills with less and less guidance. 'Wherever possible, the inspection team should discuss aspects of the work examined with the pupils who produced it. Such discussion should explore:

– pupils' understanding of particular strengths and weaknesses in their work, – the extent to which they feel confident that they have the means to improve.' (*Standards and Quality Achieved: Guidance. OFSTED*)

So, how does autonomy work in practice? Here are a few key elements:

Setting goals

Students need to understand the learning objectives of a new unit of work. They should have access to these during the learning process. Goals need to be clear and linked into functional objectives, e.g.:

'In Station 12 lernst du
* deine Meinung über die Schule zu sagen,
* deine Meinung über Fernsehen zu sagen,
* deine Meinung über die Stadt zu sagen,
* zu fragen, wie es in Deutschland ist.'

(*Solo 2, Station 12*)

Students should be given the opportunity to establish goals of their own when they wish to. They need to be given guidance for this, e.g.

'Gute Lernziele sind
* kurz
* klar
* nicht zu schwer
* auch nicht zu leicht.

Gute Lernziele beschreiben, was du lernen möchtest.'

(*Solo 3, Station 3*)

Goals suggested by students (e.g. their own particular pets, hobbies or musical instrument, which may not be mentioned in the course book) should be worked at and assessed together with the goals set by the book. Students will then feel that language learning really is about communicating what they want to express.

Strategies for self-help

We, the readers of this magazine, developed our own strategies for language-learning (or else we would not be reading this magazine); but did we cope as well with learning chemical equations? A policy towards greater autonomy shows students different ways of learning words, different ways of improving writing skills, different ways of learning a dialogue, or revising for a test – and involves students by asking them for their own suggestions. This approach recognises that different students learn best in different ways, and, indeed that individuals change, and will prefer different approaches at different stages of their language courses. It means that, in time (and on suitable occasions, e.g. when the language of a unit has been taught and is being practised), students can pick the strategies and activities which they find most useful, and thus make their language more efficient and more enjoyable.

'In der Phase "Jetzt bist du dran" bist du frei! Mit dem Wortschatz aus dieser Station (und auch aus anderen Stationen) kannst du in neuen Situationen deine eigenen Sätze erfinden.

In was für Situationen? Hier sind zwei Beispiele:

* Deine deutsche Freundin kommt zu Besuch. Auf der Reise stolpert sie: das Bein tut ihr weh.

Partnerarbeit: Erfindet den Dialog.

* Du bist in Basel. Es ist sieben Uhr vormittags, und du mußt in die Schule gehen. Aber du hast gestern zu viel gegessen! Du hast Bauchschmerzen.

Partnerarbeit: Spielt die Szene vor.

* Oder hast du eigene Ideen?'

(*Solo 3, Station 9*)

Dialogue work

In most courses, the key language of a unit is practised in a dialogue and students are then told to devise their own dialogue based on that in the book. A policy towards greater autonomy trains students how to make the most of such situations. It trains them how to recognise which words or phrases may be altered. Much more than this, it trains weaker students to take control of the situation by practising a dialogue which deals with the same situation (e.g. comparing schools) but at a less complex level of language, or in a shorter form. While, for example, the course book may set up a dialogue activity involving grammar points which students have covered, and offering relatively little support, a copymaster can provide support for students who need it, e.g.

'It's better to use easier language and speak . . . than to try too complicated language and end up saying nothing!

In Übung 2c on page 14 you have to compare your school with the school in Vienna. You don't have to use difficult language! Look!

A *Wir haben* eine Kantine. *Ihr auch*?

B *Nein, wir nicht . . .* Wir haben viele Klassenzimmer. *Ihr auch*?

A *Ja, wir auch. Und wir haben* eine Bibliothek. *Ihr auch*? usw'

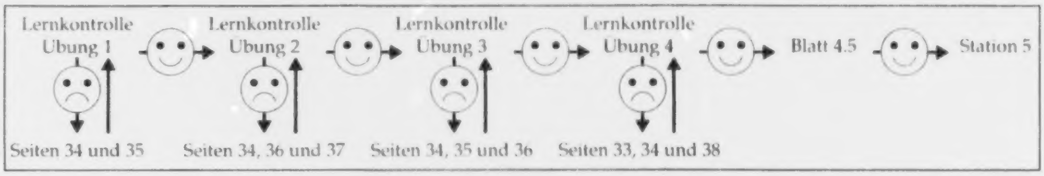
(*Solo 3, Blatt 3. 3*)

Assessment and evaluation

Revealingly, the assessment which follows the learning and practising of the key language of a unit is often called the 'end-of-unit' test. In a course which encourages greater autonomy, however, assessment is *not* the end of the learning process. Assessment, after all, serves to identify the strengths and weaknesses of individual students. A student is not well served if assessment shows that he/she needs more practice with ordering railway tickets, whereupon the topic of railway stations is put aside and students are plunged into dealing with the chemist!

Following assessment, therefore, students should be offered different routes: some will have further opportunities to practise the language of the unit, others will tackle extension activities, and some will find their own combination of both, e.g. 'Waren die Übungen in der Lernkontrolle schwer? Ja? Brauchst du Hilfe?

Dieses Diagramm zeigt dir, wo du Hilfe findest:



(*Solo 2, Station 4*)

Extension activities can be more exciting than simply learning more vocabulary. They can teach students to use the language they have acquired at a more sophisticated level. If students have practised ordering food in a restaurant, for example, the extension activities could show students how to negotiate change to the menu, or how to complain. Extension activities could also consist of roleplays in which students have to work out what the problem is, and then have to work out their own solution. For activities such as those described above to be able to take place successfully, however, students must be trained in the skills and attitudes necessary for independent learning. Too often, in the past, we have tried to 'switch on' such activities in Year 10, only to be faced with chaos: the training must begin in Year 7, building on the primary school experience.

Independent learning and the target language

There are times when the drive towards greater autonomy will conflict with the desire to speak no English in the German classroom. English can intrude less if some of the discussion about autonomy is carried out in pastoral time, where it will benefit from cross-fertilisation with similar approaches in English, Humanities, Design, etc. In any case, devoting some time to setting up and explaining activities in Years 7 and 8, will save the need for a lot of explaining in English in Years 9, 10 and 11; and, as examples quoted in this article demonstrate, it is surprising how quickly many of the activities can be set up in the target language, if teachers (and course books!) take care to build up a systematic stock of key phrases which students can get used to.

The drive towards greater autonomy, then, is fired by the need for differentiation in all classes, whether setted or not. It motivates students by taking seriously their own needs, and their suggestions for remedying those needs. It acknowledges that students learn in different ways, and allows them to concentrate on approaches which they feel confident about. It encourages students to become more involved in their own learning. It does not solve all problems; but it does address that uneasy question lurking somewhere in all of us: why should our students learn German, as opposed to any other language? If we educate students in the skills needed to learn a language, we equip them better for learning any other language when particular needs arise once they have left school.

From the Editor

As readers will know the posts of General Editor and Reviews Editor have now passed on from Alan Jones and Glyn Haterhall to Alistair Brien and John Klapper.

I know that readers will wish to pass on best wishes and grateful thanks to Alan and Glyn for all their work on both *German Teaching* and its predecessor *treffpunkt*.

German Teaching will I am sure go on from strength to strength based on the strong foundations already built. For this to happen though we need your views on what you would like to see in *GT* and your contributions which highlight the developments which are taking place in all corners of the German world. These need not only be longer articles but also any bright ideas for activities, games, songs etc. which other teachers can gain inspiration from.

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für Deutsch
in der Primarstufe,
das Lust auf Sprachen macht

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Why study *Der kaukasische Kreidekreis?*

Sheila Dickson University of Strathclyde

Der kaukasische Kreidekreis is one of Bertolt Brecht's most popular plays, and is perhaps the best known to English speaking audiences. It displays many of the characteristics of epic theatre, as developed by Brecht over many years, and may be deemed a good introduction to his later work. Its charm lies in the mixture of sophistication and ostentation, comic and dramatic, and in the powerful and moving nature of the story itself.

There are certain difficulties involved in teaching this text to school pupils. The opening scene of the play is perhaps the most controversial part: is this scene one, or is it the prologue? By extension, is it indispensable or an optional extra? The Sänger casually remarks that the play will consist of two stories, but maintains that nothing may be missed out.[1] Linguistically, pupils will be faced with unfamiliar terms (Kolchos, Karavanserei), a barrage of figures of speech and proverbs – both genuine folk-sayings and Brechtian coinages – and a vast range of styles and registers, from colloquial dialect to pompous posturing, from the quaint formality of Grusche and Simon to the clipped, brusque shorthand of the upper class, and from the bawdy innuendoes of the soldiers and the wedding guests to the elegaic poetry of the Sänger and, on occasion, of Grusche and Azdak. Often different styles are juxtaposed incongruously, such as the mixture of crude vulgarity and biblical allusion in the Gefreiter's diatribe to his comrade (37). Rather than obstacles, however, these aspects should become talking points, and so open up various avenues of approach to the play.

When the play was written Brecht created the first scene as a topical setting, which retained an aura of the exotic for Western audiences. The same is true today, for quite different reasons. In this sense the play has lost none of its relevance. And yet if we dwell upon the background information necessary to set the play in its context, there is always the risk of burying the general under the particular. The story of the *kaukasische Kreidekreis* is a fable with a long literary tradition, steeped in cultural resonance. The Sänger links 'alte und neue Weisheit', the contemporary setting with the feudal past and the ancient Chinese chalk circle test. In other words, we must not forget that Brecht is providing insight into perennial debates of humankind, through a specific understanding of the theatrical experience.

The text and other reading

The standard edition used in schools was published by Methuen in 1982, edited by Bruce Thompson. It has a useful introduction, including a critical commentary which will facilitate pupils' first reading, and a section on the social and political implications of the play, which can provide a basis for classroom discussion. The explanatory notes and vocabulary are an invaluable aid to pupils and teacher. Methuen have also published a translation by James and Tania Stern. Another important primary source is John Willett's translation of Brecht's theatrical writings, *Brecht on Theatre*. Teachers can easily refer to this and even quote from it in class. Werner Hecht has collected *Materialien*, much of which is too specialised for our purposes, and most of the pertinent information can be gained from other sources. For those who wish to consult secondary literature there are several guides available. J. M. Ritchie has published a valuable study in English, which, although not comprehensive, is imaginative and accessible, and many teachers may wish to look no further. Alfred White analyses *Der kaukasische Kreidekreis* as one of Brecht's great plays in a most illuminating and sensitive work, while Martin Esslin's book provides useful background and biographical information. A tape recording of a short lecture by Keith Dickson is available from Exeter tapes, which examines the function of the prologue and the structure of the two stories of Grusche and Azdak. German study guides have been published most recently in the series 'Grundlagen und Gedanken zum Verständnis des Dramas' by Siegfried Mews, 'Oldenbourg Interpretationen' by Therese Poser and 'Klett Lektürehilfen' by Karl-Heinz Hahnengreß. There is a lot of material in Mews' study, covering a wide range of interpretative approaches. This, however, is followed by extensive documentation of theatrical performances, which is unlikely to be useful. Hahnengreß devotes attention mainly to the theory and techniques of epic theatre in general, although he does provide an interpretative précis of our text and isolates important themes with reference to each strand of the plot. Poser's work has the advantage of being precise in its treatment of key issues. In spite of its brevity it manages to give a coherent and stimulating overview of form, content and meaning, and a detailed analysis of individual points.

Introducing the text and tackling it in class

Some biographical information will give pupils an idea of the man behind the artist. In spite of, or even because of his pose as rebel, Brecht is in many ways a child of his age. One should mention his experience of war and of the instability, demoralization and political extremism of the Weimar Republic, which fostered an awareness of the universal suffering of the common man, and how this engendered a cynical, non-conformist, even anarchical stance. Politics forced Brecht to spend much of his life in exile, mainly in Denmark and the United States. He moved to East Berlin in 1948 to take up the post of Artistic Director of the Berlin Ensemble, continuing to hold an Austrian passport and work for a West German publisher. With reference to our play it is worth mentioning that the depiction of a communist utopia was written in the USA for an American audience, and that even during his time in East Berlin Brecht produced no work depicting the realities of life in a socialist state (Esslin, p. 231).

Headline characteristics of Brecht the artist would likewise be non-conformism and opposition to tradition – in particular to Classical drama and to the most recent literary trends of Naturalism and Expressionism – combined with spokesmanship for a class, even for a generation. Any student of his work will inevitably be faced with the concepts of epic theatre and the Verfremdungseffekt, translated as 'distancing' or 'alienating' effect. The teacher must decide whether to supply explanations before the pupils turn to the text, or whether to let the relevant points come out in discussion. It might also be useful to place *Der kaukasische Kreidekreis* in the context of previous versions of the tale (for a review of Brecht's sources, see Mews pp. 7–24). In our play Brecht has turned around the function of the test: instead of the true mother, it proves the truly motherly person (Hecht, p. 97).

The play is divided into six scenes, and each is short enough to be read and discussed as a whole in sequence. If reading is to be done independently at home, pupils should note any points that strike them as significant and report on these in class. Certain key speeches should be selected by the teacher, or be identified in classroom discussion, for detailed reading, enacting, translation and analysis. Questions to be borne in mind throughout are: how do we react to the characters and to events? Why do we react as we do?

As mentioned above, the beginning of the play is problematic, unless, of course, one takes a leaf out of certain producers' books and simply disregards it. The characters are faceless types, their language and their world very foreign. The situation described, although a abstract one which might engage the spectator's sympathy, is presented in a way devoid of any real human interest. Already one can point to certain universal themes: justice, reason versus feeling, the best of all possible worlds. The different levels of meaning are unlikely to become apparent at this stage, however. The teacher should aim for a basic understanding of setting and situation, with the intention of returning to this scene within the context of the play as a whole.

After the prologue a play within a play is enacted by the characters of scene one. It is set in the distant past, conveying an atmosphere of legend and fairy-tale, yet it is explicitly linked with the present of scene one: the same story is to be told in a different setting. Scene two introduces the Grusche plot. There is a range of different kinds of episodes, often juxtaposed or overlapping, for example the comic argument between Michel's doctors set against the threatening atmosphere of political insurgence. Grusche and Simon's conversations are of obvious importance. They act as a foil to the presentation of the ruling class and illustrate how the fate of the common people is dependent on the fortune of their masters (18, 25).

Grusche's adventures in scenes three and four are presented through a series of separate incidents. If pupils are asked to analyse their reactions to this part of the play it would be interesting to ascertain the extent of empathy with Grusche. It is hard not to feel sympathy, and this is reflected in the Sänger's commentary (introduction, xxv–xxvi). (This may offer an early opportunity to re-evaluate our understanding of his role.) Once again in these scenes there is a mixture of styles and atmospheres, culminating in the crass juxtaposition of marriage and funeral. Burlesque comedy alternates with the poignancy of Grusche's sacrifice and, when married to Jussup, with the untenable nature of both their lives (62).

The introduction of Azdak at a point of high drama in the lives of Grusche and Michel has been called 'a retarding element of the first water' (White, p. 150). Each case brought before Azdak can be discussed as a separate episode, which in sum build up a vivid picture of a memorable individual and offer insight into the workings of a society. In this scene the comic predominates, with potentially threatening situations diffused by a series of unlikely twists in the plot, climaxing in the pantomime episode of Azdak's reinstatement as judge. This too is peppered with political and social comment. Although Azdak, unlike Grusche, is put in a position where he can actually change their society, this is transient, even illusory, and his changing fate is an even more extreme illustration of man's subjugation to social forces. Keeping in mind the key question: how do we react to characters and events? we should ask at this point: are we more distanced in this scene, and if so, why?

At the very end of the play the Sänger returns us briefly to the framework situation. Having read all of the play, we can do the same. Are the two stories the same? Without the first scene any optimistic future perspective is lost which, as we shall see, is central to Brecht's intention in the play as a whole.

Characters

The cast list is long, but many characters appear only once, like incidental characters in a novel or extras in a film. The fact that the characters in the first scene are designated by their occupation tells us about the kind of society they live in. The predominance of women and old people is a reflection of the situation at the end of the war. The characters in the chalk circle story have exotic names: a further element contributing to the fairy-tale atmosphere. The differences in presentation of character between scene one and the rest of the play can establish immediately some general parameters.

On reading the play the clearest pictures will emerge of Grusche and Azdak. Grusche should not be sentimentalised; Brecht called her both the 'salt of the earth' (Hecht, p. 23) and a 'sucker' (Appendix A, 109). In spite of her naïvety, even stupidity, which is demonstrated in her conversations with Simon and confirmed by those who know her, there is a certain complexity to her character, which emerges partly from her own words and actions, and is partly articulated through the Sänger's commentary. It is illuminating to scrutinize the way in which Grusche comes to take the child, and her conflicting emotions and motives in keeping him. She matures in the course of events, whereby she takes Michel out of instinct, consciously adopts him (46), and subsequently brings him up to prove that environment (her education (99)) and circumstance (Michel will have to make do with her because there is no one else (44); they have gone through hardship together (46)) are more important influences than heredity in the development of the human personality. This is given clearest expression in her song on p. 47. Finally she is able to explain herself to Simon (107–8). She has become, through her actions, the best mother of the child (Hecht, p. 96).

The character of Simon has been interpreted as 'marzipan' to pander to a Broadway audience's predilection for a boy/girl love interest (Völker, p. 246), and as an extra dimension to emphasise the personal sacrifice and polarise the moral choice Grusche has to make (Ritchie, p. 24). In fact, by her own admission, Grusche takes the child out of joy at her betrothal that day, and so what seems to be a conflict of interest can be resolved finally into a demonstration of their love.

It is worthwhile devoting some attention to how Brecht handles the love affair. The extreme sense of reticence which emerges from the dialogue (the third-person form, the passive, the generalized wisdom of proverbs in place of personal effusions of feeling) and formal gestures such as bowing, distance the spectator, yet commentators have repeatedly pointed to the touching moment of their betrothal and to Grusche's moving pledge of fidelity in the form of a love song. Are the latter a more subtle distancing device, or, conversely, do they promote empathy with the characters? Similarly, do the Sänger's accounts of the feelings the characters cannot articulate and the thoughts they cannot communicate, by affording us a deeper insight into their plight, conduce an emotional or an intellectual response (do we sympathise with it or understand it)? No clear-cut answer can be given. Pupils should suggest and defend their own opinions.

Azdak takes the stage for a relatively short period, yet his personality dominates the play as a whole. He introduces a new direction and a new tone to the story. It is useful to present him as a foil or complement to Grusche; like Shui Ta to Shen Te in *Der gute Mensch von Sezuan*, he represents practical shrewdness and self-preservation against Grusche's goodness. However there are interesting similarities between the two: Azdak claims to be ruled by his intellect, not his heart, but he displays kindness, a moral conscience, and breathtaking naïveté, even stupidity, in his belief in the dawn of a new age. The battle within his soul between reason and emotion embodies the theme of the play as a whole, and the essential ambiguity and unpredictability of this character highlights the sophistication of the theme.

In addition to the main characters there are some memorable caricatures, notably the doctors and the lawyers. One might place Natella in this category too as she descends in scene six to the level of a pantomime dame or fairy-tale wicked stepmother.

All Brecht's characters must be studied within the social situation which determines their behaviour. Typically for Brecht, the situation to which these characters must react is one of war, in which the rich survive and even prosper, and the people suffer: the old man selling expensive milk is poor, not mean (Hecht, p. 96), the peasant woman with whom Grusche leaves Michel is frightened, not treacherous. *Der kaukasische Kreidekreis* reflects Brecht's view of man and his actions as fragmentary. Thus character may only be revealed through individual episodes, and each episode in the plot stands for itself, equally important.

Central themes and ideas

Once students are familiar with plot and characters, it should be possible to discuss certain ideas and wider issues, and to analyse key passages on a more demanding level. As a first step one could consider the motifs and symbols which illuminate the meaning of the play.

Any discussion of symbolism will concentrate on the test of the chalk circle. This is performed on stage as the culmination of the dramatic action and the crux of the various strands of meaning. It combines mythical (the Utopian wish for a perfect world), biblical (the judgement of Solomon) and general human and humanist associations (law, justice, goodness). In other episodes too the stage picture conveys important symbolic information. Grusche and Simon are separated by a stream which prevents their physical reunion and represents their psychological (and legal) separation, Azdak sitting on the statute book tells us something about law in this society and law as practised by Azdak, and the 'crown' which is placed on his head as he is mocked by the soldiers is one parallel drawn between this character and Christ. A parody of the resurrection is made by Jussup's sudden emergence from his deathbed (60). (On biblical imagery in the play, see White, pp. 156–8, Ritchie, pp. 29–30.)

In this context it might be useful to return to the question of the function of the first scene and its relation to the rest of the play. It is easy to pick out motifs which link the two parts, for example references to goats, cheese and fruit trees. Significantly, however, Brecht uses leitmotifs to emphasise difference rather than to establish similarity. At this point one could make reference to Brecht's Marxism. Marx sets the evils of the present world against the perspective of a new world. According to this theory we should recognise the injustice of the world of the chalk circle and embrace the alternative world of the first scene. But this paradigm should not be reduced to Marxist propaganda, just as scene one should not be interpreted simply as a depiction of Soviet Russia: in many ways it is unrecognisable as such (introduction, xxxiv–xxxv). One could argue that it represents the most general level of interpretation of the play as it poses a series of questions concerning goodness, humanity, justice, wisdom, reason and moral choice. Thus the general and the particular coexist.

If the utopia of a perfect world and the reality of injustice and hardship are perennial subjects for thought, so too in many ways are the innate goodness of Grusche and instinctive righteousness of Azdak. They are individual people who react in certain ways to specific circumstances, yet they are simultaneously symbols, positive symbols, of human behaviour. Speeches which best illustrate this function are often made in the form of poems or songs. Azdak's eulogy to the old woman who tells of opportune miracles (88–9) and his songs (73–4, 90–1), Grusche's expressions of love for Simon (21, 51) and loyalty to Michel (44, 46), and her song on war (29–30), should be analysed in detail.

The child Michel has almost exclusively symbolic status. As such he has been interpreted as signifying the original equality of all men, and the changeability inherent to the human condition. Through him Brecht challenges the classical belief in man's innate personality.

Technique, in particular Verfremdung

In the recommended edition a section is devoted to epic theatre and the Verfremdungseffekt with specific reference to our text (xii–xiv). Also of interest is Brecht's schema comparing epic and dramatic theatre in *Notes on the Opera 'Aufstieg und Fall der Stadt Mahagonny'* (Willett, p. 37), which, it must be emphasised to pupils, was intended to establish 'Akzentverschiebungen' rather than 'Gegensätze'. The aim of epic theatre is always to elicit a critical response from the spectator. This is not in complete opposition to established drama; in many ways it may be linked to comedy, which appeals to the intellect rather than to the emotions, and which focuses on the aspects of human behaviour where change is necessary, as opposed to tragedy, which promotes empathy with the hero and fosters the image of inevitable suffering. Above all Brecht rebelled against the theatre as a place of mere entertainment and pleaded for drama as an instrument of social change (Willett, p. 139). The main technique employed to achieve this was the Verfremdungseffekt, which makes us look at the familiar in a new light: one which makes us realise that the world we perceive on stage, and by extension our own, is susceptible to change. Thus, epic theatre confronts the audience constantly with the illusory nature of the spectacle: with the fact that we are watching actors on a stage performing one possible version of certain events which happened in the past in specific circumstances (Willett, p. 190, no. 37). (This point is emphasised in our play by the juxtaposition of two separate versions.) This prevents a naïve identification with characters and events.

The V-Effekt can be visual, for example the stage lighting, which is usually bright (Willett, p. 141), the simple props (a rope to represent the bridge Grusche crosses), and the use of masks. It may be verbal, for example the stylized dialogue of Grusche and Simon, the use of proverbs, culminating in the 'duel' between Azdak and Simon (102). Innuendoes (39 f, 55 f), word-plays (15, 53), unusual word-combinations (28, 68), and invented expressions make us think about meaning rather than just accept it. The songs and music separate to the plot and the Sänger's audience-addresses, devices which date back to the chorus of Greek tragedy, are a further reminder that this is a play, not a 'slice of life'. The Sänger and his musicians encourage an attitude of critical detachment, for example by asking questions to direct the audience's thoughts (15, 67). If and how they achieve this are questions which pupils could address once the former's basic functions have been identified.

Acting technique is also important: Brecht demanded that his actors play their characters rather than become them (Willett, p. 193, no. 47). This is recreated within the *kaukasische Kreidekreis* by the characters of the first scene playing the charaters of the inset play and then, within this play, acting out further roles (Grusche, 31f, Azdak, 78f). Parallels can be drawn with the techniques of the cinema, in particular the flashback (scene five), and the novel, in particular the presence of the Sänger, who reads from a book and decides what is told, when and how, who passes over some points of time and dwells on others, who can indicate distance (39) and can quickly change the scene of the action (43), who comments on the action and who tells us the characters' thoughts (48, 63) and articulates what they cannot understand themselves or communicate to each other (66–7, 105). The Sänger's voice can accompany the action (17, 27–8), even direct it (15, 40), or it can freeze it (66–7, 105). Analysis of selected examples will enhance pupils' understanding of the Sänger's impact on stage.

By analysing their own reactions pupils can assess to what extent *Der kaukasische Kreidekreis* fulfills Brecht's aims. What response does the spectator of today have to the ideas of the first scene and the dramatic action of the inset play? Do we see our society and ourselves in a different light and feel inspired to change it? Have Brecht's arguments and ideas lost or gained in force since they were first formulated? Such issues should stimulate lively debate on a modern classic which is deliberately composed to resist all clear-cut answers.

Note

1. *Der kaukasische Kreidekreis*, ed. Bruce Thomson, Methuen, London, 1982, p. 9. All further references to this edition are made in brackets in the text.

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Zum Singen

To the tune of 'Mr Vain'
by Culture Beat

Hallo, wie geht's dir?
Mir geht's schlecht!
Was ist los?

Hallo, wie geht's dir?
Nicht so gut!
Was tut dir weh?

(Pupils point to the appropriate parts
of the the body as they sing!)

der Kopf
das Auge
die Nase
der Zahn

der Mund
der Hals
und auch der Arm

das Herz
der Rücken
der Magen
die Hand
das Bein
der Fuß

ÜBERALL

KATE HOLLAND
PGCE Student
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Mary Glasgow Award Winner 1993

Sylvie Neel-Lewis St. Peter's Catholic School, Guildford

In January 1990, the clear need within Europe to use languages as a fundamental employment skill encouraged St. Peter's Catholic Comprehensive School to implement the National Curriculum in an innovative way. The following September a Section Bilingue was set up in order to teach the whole of Year 8 intake IT, Technology and Business studies in French. This was extended in 1991 into Year 9 and the project was diversified into German under the name of Technik auf Deutsch. Its creation followed the French model closely.

Course design

In Year 8 the academic year is divided into termly projects: **Term I** is a **Mini-Enterprise scheme,** the first two weeks of which are devoted to the acquisition of classroom communication, IT terms and structures in the foreign language. This is a necessity since the whole course is delivered in the target language. Then the Mini-Enterprise is set up. Market research involving questionnaires and the analysis of results on computers are the first tasks to be tackled. Working from French/German recipes pupils have to decide which product would sell best, work out costing and organise an action plan and timetable for the item of food to be produced and sold at the school's Christmas fair. The language content includes food, cafe and restaurant vocabulary and structures as well as the perfect tense, expressions of likes and dislikes, the imperative, etc. Products are usually sold out with a profit margin and the bank (i.e. their family) is refunded. Decisions on food and packaging are helped by a trip to St. Omer in Northern France. The term is highly successful and enjoyable.

In **Term II**, titled '**the home environment**' pupils have to find out about children their own age in Toulouse as well as about the city itself. A school in the area provided us with a number of tapes from its pupils to be used as unscripted authentic material for information on personal details, houses, the Toulouse area, and the town/village main street. A script and plan of the French students' house was also sent. Each of our pupils is allocated a tape and is able to build a database from the information on the tapes as well as from a great number of brochures available. Our Minitel View Data simulation of the area can also provide information. Differentiation occurs in the number of tapes pupils manage to listen to and enter data for. The data is compared with their own area and class in order to compile a dossier. The necessary language is taught via computer programs as well as other lively methods. Grammar is not forgotten, as adjectives, comparisons and other structures are taught alongside in context.

'**Un nouveau lotissement**' is the French title of **Term III**. It requires the pupils to design a new estate of about 50 houses in Belgium. The visit to a French housing estate in St. Omer combined with a talk by an architect from the local community and a visit to a nearby housing estate help the students form their ideas and create a pleasant as well as environmentally friendly design. Scaled plans are drawn and judged by a team of architects. The best two projects in each class are turned into models by the students who organise themselves in teams led by the designer. The best model is awarded a prize by the architects during an evaluation day.

In **Year 9** with only half the language time allocation available for each first language (we introduce a second language at that point) the project lasts a year. Students have the task of designing a tour in a French/German speaking country for a travel agency. Surveys on holidays have to be carried out and some geography of the relevant countries is taught. The topics of travel and transport are closely scrutinised as well as accommodation and the weather. Authenticity of information is guaranteed with letters word processed in the foreign language to obtain specific information from tourist offices of the chosen country/region/town. Students are to work out a package and advertise it in French or German through posters, brochures, television or radio adverts or screen dumps for a teletex/Minitel service. Again, differentiation is by outcome. Towards the end of the school year we take students to the Channel Tunnel Exhibition Centre where they take part in a very good travel simulation and visit the centre armed with worksheets in the target language.

Materials development

Such a course could not follow one single textbook. Our material comes from a wide selection of sources in this country but also from the foreign country. We have devised our own material too and have worked very closely with the special needs department which has produced a number of differentiated worksheets for the less but also the more able. The diversity in material sources has meant buying half or full sets of books (depending on how often they are used) to be shared between classes. We also have photocopied many worksheets or adapted material when it was not produced entirely in the foreign language.

This meant an injection of special funds into the department. The project was sponsored by BP but was also financially supported by TVEE and the school.

The organisation of learning

Our classes are mixed ability as they are taught in form groups. This has not created any problems as our material tends to be differentiated and we find that some of the less able are particularly successful with the practical aspects of the course. Language specialists as well as a Technology and a Business Studies teacher were involved in the designing of the course. Both have taught classes and the project has attracted other members of the staff to make significant contributions.

Problems

Our main problem has been the availability of resources. This has led us to photocopy more material than if a main course book had been used. Over the four years we have built a bank of photocopied material and this problem is less acute now. Of course, in designing the course we had to make sure that the language input would not suffer at the hands of the other subjects. Technology has donated modern languages a lesson to offset this fear. After all, we are delivering some of the Technology Attainment targets criteria which are duly recorded.

Outcomes

Introducing Section Bilingue and Technik auf Deutsch was not a one-year experiment -for us. It meant committing ourselves to cross curricular themes and topics, target language teaching, a modular approach and mixed ability classes. It also enabled us to contribute to the delivery of IT in the school and made sure we were visiting some more difficult areas of experience such as the World of Communication, the International World and the World of Imagination and Creativity in an original way. The project has been a mostly enjoyable, challenging and thought-provoking one for us as teachers, but moreover, and of paramount importance, the pupils like it because they see the relevance of the language and because they enjoy the tasks they are given to perform – each at their own level of ability. They understand an enormous amount of French and German, both spoken and written, their oral skill is improving as well as their writing, which is stressed through realistic tasks and the use of IT.

It was hard to foresee the impact the course would have in the long run but after nearly four years we can see some of our hopes and guesses being fulfilled. Certainly the proposed numbers of students for 'A' level for next year is much increased. We will see if our GCSE results are improved since the first cohort in Section Bilingue is just about to finish their modular course. Certainly we can confirm that they are more confident and better equipped in languages, for their holiday making of course, but also for their future employment. Above all we hope to have dealt a blow to some stereotypes along the way. We hope that languages will no longer be seen as the subject for future language teachers but that their relevance to the world of work will be accepted, that the female dominance of the subject will diminish and that our collaboration with other subjects will extend throughout the school.

The St. Peter's School project was one of three winners of the 1993 Mary Glasgow Awards. The Mary Glasgow Language Trust makes a small number of awards annually of up to £1000 each to school-based projects which have shown successful innovation in teaching languages 5–19 within a framework of whole-school support.

For further details write to: Alan Moys, Hon. Secretary, The Mary Glasgow Trust, c/o CILT, 20 Bedbury, London WC2N 4LB.

Poetry Translation Competition

Original verse renderings in English of the poem below are invited – to reach the General Editor (address on page 1) by 31st January. The translations will be judged by a panel which includes members of the Editorial Board of *German Teaching*. The prize for the rendering considered the best overall will be a copy of the *Oxford Companion to German Literature* donated by Oxford University Press.

The winning entry will be printed in next June's issue of *GT*.

Winterschlaf

Indem man sich zum Winter wendet,
Hat es der Dichter schwer,
Der Sommer ist geendet,
Und eine Blume wächst nicht mehr.

Was soll man da besingen?
Die meisten Requisiten sind vereist.
Man muß schon in die eigene Seele dringen
— Jedoch, da hapert's meist.

Man sitzt besorgt auf seinem Hintern.
Man sinnt und sitzt sich seine Hose durch,
— Da hilft das eben nichts, da muß man eben überwintern
Wie Frosch und Lurch.

Klabund (1890 – 1928)

Pupil-centred resource based learning packages

Paula Swithenby Canon Slade School
Bolton

For a number of years I along with many of my colleagues have been conscious of the problems in catering to the full ability range within our mixed ability year 7 classes. In recent years, various strategies have been suggested such as support teaching within the classroom from the special needs department and earlier setting of pupils, i.e. at Christmas as opposed to Summer as at present. However each suggestion created new problems. The emphasis on differentiation was again highlighted in the National Curriculum Final Report. It was clear that a significant change of approach to our teaching methods was demanded, but the question remained, where to begin?

The answer came in part at the ALL Language World conference at Easter last year in Manchester. After attending the session on differentiation I had at last a starting point.

Resources

One of the first requirements was to physically alter the classroom environment. The Languages Department was fortunate in possessing a large bright room which would suit the purpose of being turned into a resource room. Senior management financed the addition of power points and blinds and as the room had previously been cabled to the computer network our three departmental computers were easily installed. Additional funds, in excess of £2,000 were raised by the pupils in a sponsored modern languages word search, to provide further resources specifically for the new room.

Classroom organisation

The classroom is large enough to incorporate several quiet areas. Two large bookcases set at an angle serve as a reading area, another quiet area is designated to a multi user listening bank and a TV and video recorder are available for use. The teacher's desk serves as a resource island, where pupils can browse through a catalogue containing single copies of all worksheets available for use: answer sheets for self assessment are also contained in this master file.

Due to the large numbers of classes wishing to use their resource room pupils have been allocated initially, per half term, 2 × 1 hr 10 min. sessions. Each class has one training session where pupils are shown how to complete their task sheet, how to use the equipment available, where to find worksheets and answer sheets and how to use the library section. Pupils are allocated tasks, e.g. to distribute pupils' files, set up the listening bank or get the TV and video which are kept in another room. I have always emphasised the pupils' responsibility, in terms of classroom behaviour, for the success of these sessions and have stressed the importance of putting everything back in the correct place. Tidying up begins five minutes before the end of a session. To date this system has worked well, and I can assure you that I have not spent the whole of my break time tidying up!

The packages

An awareness of the increasing demands on teachers' time was a key factor in the design of the packages. I decided that if they were going to be a success they would have to be quick and simple to put together and easy for the pupils to use. The basis for each of the packages are the differentiated worksheets accompanying *Gute Reise 1,* *Fun with Gute Reise* computer programmes, *Lesekiste*, *Fertig los* magazines and the *Gute Reise* video. All exercises are graded using a star system, one star being the easiest and three stars the most difficult. The worksheets were graded as per the publishers' recommendations. The *Lesekiste* readers are also graded in difficulty by the publishers and the computer exercises and video worksheets were graded by staff. In a previous departmental initiative every exercise in *Gute Reise* was allocated a National Curriculum level. A template for the task sheets is stored on the departmental computer and the staff have reported that creating a new task sheet for a unit takes about 20 minutes.

Each pupil is given a task sheet with all the activities listed. On average there are eight available tasks per unit. There are designated core tasks which cover the four skill areas and must be completed by everyone at any time during the time allocation of two double lessons. Pupils are instructed to work at their own pace and are allowed to choose which other activities they would like to do. They also choose their own homework for these two lessons. There is a section on the worksheet to indicate whether work was completed at school or at home.

Monitoring progress

Many of the exercises are self assessed, answers to all readers and worksheets being contained in the master file. In my experience, year 7 pupils rarely cheat when marking their own work. Tippex is banned and they are warned that regular crossings out are viewed with suspicion. Self assessment has proved to be a positive learning experience for the pupils who frequently ask for clarification of any incorrect answer. Self assessment also preserves the teacher's sanity as the volume of work covered by some pupils would create an unmanageable backlog of marking for the teacher, which I feel would doom the project to failure. Careful monitoring of the task sheets is however vital to check that the amount and level of work being covered is appropriate to that individual.

Pupil motivation

Some colleagues may wonder whether some pupils will use these sessions to little gain. In order to evaluate the success of this project I gave a year 7 class an evaluation sheet, which was anonymous and asked them to be as honest as possible.

The results were very encouraging. Pupils enjoyed having control over their own learning and having access to a varied range of equipment, the vast majority worked steadily throughout the session. Only one pupil said that he would not like to repeat the experiment.

The role of the teacher

Once the initial work has been done in preparing the task sheet, the teacher is released to work individually with pupils or in small groups. I found myself to be extremely busy during these sessions but I felt that I and the pupils found them to be a positive and enjoyable experience.

GUTE REISE KAPITEL 13
TASK SHEET

NAME ....
KLASSE ....
THE CORE TASKS
You can complete these tasks at any time during the next 2 weeks.
Worksheet 65**; Worksheet 66 – Hör zu**; Worksheet 67 – Partnerarbeit**;
Remember; you need a partner for the Partnerarbeit and a cassette recorder for Hör zu.

Task	Date	Classwork Homework	Targets	NC Level	Teacher's Signature
Sheet 63*			1. AT4,1a (9)		
Self mark			2. AT3,1a (4)		
			3. AT3,2a (5)		
Sheet 64***			1. AT3,1a (7)		
Self mark			2. AT3,2a (3)		
			3. AT4,3a (4)		
Sheet 65**			1. AT3,1a/AT4,1a (8)		
Self mark			2. AT3,2a (6)		
			3. AT3,2a (6)		
Sheet 71**			1. AT1,2b (8)		
Self mark			2. AT1,3a (9)		
			3. AT1,3b (9)		
Sheet 72**			1. AT2,3c		
			2. AT2,3c		
Computer			14a/14b		
Video					
Lesekiste A Title/Colour					
Fertig Los** Title/Colour			Number 7		
Display work			Clothes/colours		
Songs			Fernsehstar Number 5		

The level of the Lesekiste readers is indicated on the box; yellow is the easiest and green the hardest.

PUPIL DIFFERENTIATED LEARNING PACKAGE
EVALUATION DOCUMENT

Read the following questions and tick the column which expresses most closely how you feel. Please be as honest as possible and take the exercise seriously.

	🙂	😐	🙁
1. Did you enjoy today's lesson?			
2. Did you prefer it to your usual German lesson?			
3. Do you prefer to choose the work you do?			
4. Did you work harder than usual?			
5. Did you feel you learnt more than usual?			
6. Did you settle down quickly to work?			
7. How did you feel about the activities?			
listening			
reading			
video			
computer			
speaking			
writing			
8. Were you able to use the equipment easily?			
9. Were you able to concentrate?			
10. Do you want to do another lesson like this?			

GUTE REISE

Pupil centred differentiated learning package

During the next 2 double lessons you can decide yourself what work you would like to do! Of course there are some exercises which everyone must do.

Some tips

1. Work at your own pace.
2. If someone is already using the equipment, choose another task to do.
3. Fill in your task sheet after you have completed each exercise stating the date and whether the exercise was done in class or at home and enter your mark for the exercise.
4. You are allowed to mark your own work for the core tasks. No cheating! I will be checking all answer and crossings out will be viewed with suspicion. You will find the answers on the teacher's desk.
5. Do not write on any of the sheets, answer in your exercise books instead. Remember to write in the margin the number of the worksheet.
6. Decide yourself which task to do. The stars show you how difficult something is, i.e. *easy; **average; ***difficult.
7. You can choose what you want to do for homework. But remember to sign out the worksheet you are using. There is a book on my desk for this purpose. Also, remember to bring the sheet back next lesson. (Cassettes, videos and computer games are not for loan.)
8. **START TO TIDY UP 5 MINUTES BEFORE THE END OF THE LESSON AND REMEMBER TO PUT EVERYTHING BACK IN THE CORRECT PLACE!**

Gute Reise!

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Deutsch in Großbritannien – a review article

Kenneth Whitton University of Bradford

'O wad some Pow'r the giftie gie us
To see oursels as others see us ...'

Robert Burns, in his poem *'To a Louse'* goes on to state that, if we *could* see ourselves 'as others see us', then we should be saved from many a 'foolish notion'...

The lines came to mind when reading Karl Peter Ortmanns' fascinating study of the development of the teaching and learning of the German language in Great Britain – and he *means* Britain, since he takes full account of Scotland's vastly different educational system and its equally different attitude, historically, to the teaching of foreign languages. Again, the study concerns *foreign* languages and not just modern languages, since, as will be pointed out, a good deal of his discussion centres round the place of classical languages in our educational system *vis-à-vis* their modern counterparts.

Herr Ortmanns' study is the fifteenth to appear in the joint project of the Institut für deutsche Sprache in Mannheim and the Goethe-Institut in Munich which is examining the position of the German language in Europe and overseas.[1] The author claims at the outset that this is a 'Fallstudie', that is, as Duden puts it, the 'Untersuchung eines ... interessanten Einzelfalls', and that he intends to examine whether certain widely-held hypotheses about German teaching (q.v.) can still be entertained. It is just a little unfortunate that the study only saw the light of day in 1993, since the data examined only reach up to 1985 – and *so* much water has flowed under these bridges since then!

Although the author is, on the whole, remarkably at home with British modern language teaching conditions, there are many regrettable mistranslations, misspellings and some misunderstandings of our educational mores: e.g. 'Tonridge School' (17), 'Sir Taylor' (of the Taylorian Institute) (68), 'Country Boroughs' (94), 'Pass Graduate' (for Pass Degree) (124); then 'Assistant Masters' (94), after 'brades' (for trades) (15), 'extent' (for 'extant'?) (18), 'Argyl' (83), 'a more handful' (for a mere) (150) 'the knowledge of a language... ist...' (151) 'Scottisch' and 'Qualifiaktion' (203) and 'Department of Education and Sience' (232) – and two very curious German terms, 'am moderatesten' (174) and 'am wenigstens' (182) – to mention a few.

Whether Herr Ortmanns wanted to impress his readers with his knowledge of English, or whether he would claim that the words had Latin origins, is uncertain, but he does use a great number of non-German words, from 'konträr', 'Validität' and 'favorisierte', to 'vehement', 'Dominanz', 'sukzessiv' and 'insistierte'. It is sad that German intellectuals do not treat their language with the same respect as, say, the French do theirs. However, it is pleasant to be able to say with honesty that these are but tiny defects in an otherwise splendid and informative piece of work which takes an honourable place in this imposing series on German outside Germany.

The historical background

The work covers the development of 'Deutsch als Fremdsprache' in England, Wales and Scotland from the beginnings – the first reference is Sir Francis Bacon's letter to James I in 1611 – up to 1985. Ortmanns traces the doubts of the learned (and wealthy) classes about the value of education (generally) for the lower (and poorer) classes, but demonstrates most fully how these doubts concerned (particularly) the need for these classes to learn Latin. 'Latin', wrote John Locke in 1693, 'I look upon as absolutely necessary to a Gentleman ...', but could there be 'anything more ridiculous' than that a father should waste his money on having his son learn the 'Roman language', when the boy is designed for a trade 'wherein he, having no use of Latin, fails not to forget that little, which he brought from School, and which 'tis Ten to One he abhorrs (sic), for the ill usage it procur'd him?' (15). *And* Locke believed that such boys should be taught French as soon as they could speak English!

Two attitudes are displayed in that letter which some might think have lasted into our own days: (a) that Latin can be properly appreciated only by those of taste and breeding, and (b) that 'modern' languages are more suitable for those going into 'trade'. It is, of course, relevant that our author is German, since the position of the Classics in his country was (is?) even more dominant than it was in Britain, and his colleagues' struggle to have English and French taught in the Gymnasien instead of Latin and Greek has clearly influenced his reporting of the situation in Britain. Students of German literature could easily make a compendious list of German novels and plays which have featured a domineering dominie who would 'pauken' Latin and Greek – sometimes cruelly – into unwilling bodies. (Indeed, the etymology of 'pauken' suggests physical violence to someone who is being instructed!)

Luther's Reformation spread some knowledge of German throughout Britain, since the English version of the Bible had used his High German translation as a base, although the publication of the first German grammar in 1680 – Martin Adler's *High Dutch Minerva à la Mode* – showed how long it took for a need for German to be recognised.

Ortmanns demonstrates how that need had often to be satisfied by private teachers – and that went not only for French and Italian too, but also for scientific subjects – all of which found no place in the school curricula from the 17th to the 19th Centuries: '... most of the pupils quit (school) not only ignorant of, but with a considerable disrelish and contempt for every branch of literature and scientific equipment, except the dead languages' – this from the 1938 report of the Consultative Committee (21). Ortmanns points out, however, how the Scottish educational system recognised much earlier than the English 'den ökonomischen Bedarf und die Notwendigkeit für eine Alternative zur klassischen Erziehung ...' (23). As early as 1553, of course, pupils of Aberdeen Grammar School were forbidden to communicate with one another in English – they had to use Latin, Greek, Hebrew, French or Gaelic, while the early Scottish connections with France – through the 'Auld Alliance' against the common English enemy – encouraged the teaching of French in the ancient four Scottish universities (founded between 1411 and 1583 on the model of the University of Paris), in which the lecturers communicated with each other in French only.

Developments in the 19th century

The 1832 Reform Act, clearly a consequence of the growing industrialisation of Great Britain and the obvious need for a complete reform of our educational systems, was also the signal for a new attitude towards the teaching of Modern Languages generally, and of German in particular. Ironically, one of the most convinced 'reformers' sat in the 'Hochburg' of classical education: Thomas Arnold, Headmaster of Rugby from 1828 to 1842. His new curricula, seemingly much welcomed by parents, teachers and pupils alike, did not only *include* German – French and German were *obligatory* for those pupils who had not chosen Science subjects, (although, as Ortmanns suggestively puts it, 'die Jungen konnten statt der beiden Fremdsprachen Naturwissenschaften wählen ...!') (27). It is true, of course, that the teachers were not always specialists – most taught both languages even when they had only a sparse knowledge of (particularly) German, a situation which obtained well into our century, when it reappeared (in disguised form, as it were) when German and Austrian refugees who, of course, *spoke* fluent German, but did not have the specialist training to *teach* the language, were pressed into service. Indeed, it was a *sine qua non* in these days for a public school to boast its 'Herr Doktor' teaching its German.

Although our author continually stresses the dawning understanding that German might be useful in commercial and, above all, in scientific undertakings, he reminds us, too, how some teachers cleverly used the 'intricacies of German grammar' to show its value as a curriculum alternative to Latin. He quotes: 'German has ... in a less degree than French the claim to practical utility; but in another respect it must be ranked higher, for its numerous inflections peculiarly adapt it for teaching grammar and for that purpose it would stand next to Latin.' (The Taunton Royal Commission, 1861–64) (29). Herr Ortmanns fails to understand, indeed, even to mention, what an effect such pronouncements had on the teaching of German; all those who taught German prior to, and just after the Second World War, will realise how, in that quotation and others like it, lay the *rationale* for the teaching of 'Prose Composition', a term whose significance for the teaching of modern languages generally, the author fails to appreciate. He refers continually to 'Ubersetzungen', but does not realise the paramount importance – from Matric. to Final Honours – of 'the Prose,' which became the bête noire for so many teachers and examiners from the 1960s on, who believed that the domination of 'the Prose', militated against pupils' opportunities of *speaking* the languages – although the present author is well aware too of how many present Germanisten bewail its all but total disappearance from examination curricula!

German's 'Platz an der Sonne'

Professor Allison Peers claimed in 1945, 'only since 1870 has it (German) come into the field as a competitor to French'[2] and one of Herr Ortmanns' major contentions is that the three great wars (1870-71, 1914-18 and 1939-45) did not, contrary to the belief of many, either improve or jeopardise the position of German teaching in Britain. The author does rather skate over the interesting conjectures about the importance of the Hanoverian and Victorian German connections for the teaching of German here, although he does mention the growth of these many German Circles and Clubs founded by the immigrants – such as the Bradford Verein, founded as the Schiller-Verein in 1859! More of that later, for it is now time to mention a name which was much revered in the annals of our parent association, The Modern Language Association, founded in 1892 – and that that name was German turned out to be of profound significance. The name is, of course, that of Wilhelm Viëtor whose doctrine *Der Sprachunterricht muß umkehren* of 1882 instituted the so-called 'German Reform Method' and a 'praxisbezogenen Sprachunterricht', with a demand for 'more conversation'.[3] *How* many times since has this method been invoked and prescribed – and *how* many times has it been honoured more in the breach than the observance! Viëtor's sub-title: *Ein Beitrag zur Überbürdungsfrage von Quousque tandem* refers to Cicero's 'quousque tandem abutere, Catalina, patienta nostra' (How far, o Catalina, will you abuse our patience?), and it well illustrates our German colleagues' anger at the continuing domination of the classics – and we must admit that they acknowledged the importance of teaching *modern* languages for the modern world much, much sooner than we did, for, in 1900, an English prep. school Head could declare in the Sadler Report, 'the teaching of French is wasted time. If a boy really needs French, six months on the continent would do more for him than six years in an English school' (49), and the description of modern languages in that report as 'the refuge of the intellectually destitute' surely reflects the belief of many classicists that their knowledge of Latin and Greek has enabled them to 'understand' almost all European languages, a point of view which still persists in some of our institutions and which led to so many of our Ambassadors being unable to speak the language of the country to which they were attached – and which *mutatis mutandis* also led to the sniffing attitude to the 'new' Social Sciences, post-1966.

The plethora of Royal Commissions', Examination Boards' and Universities' statistics in the 20th Century (and 'plethora' *is* a pejorative term here!) is made full use of by Ortmanns in his discussion of 20th Century 'Trends' (as he is wont to call them in German). Boring though these can be, and generally unsatisfactory also, since, like so many statistical data, they are often incomplete, they do give some little picture of the development of German from its position as a poor fourth behind French, Latin and Greek (in, say, 1886, when, in a survey of 58 'important' schools, 120,000 school pupils were learning English, 3,500 Latin, 2,600 French, 800 Greek and 550 German), until that day in 1938 when, for the first time, more pupils sat German (778) in the 'Second Certificate Examinations' than Greek (674). (3,836 sat French and 2,023 Latin) (102).

It is clear that there are many reasons for the development of the teaching of Modern Languages (and that includes the mother tongue) in our century. There had been reforms of the educational systems in 1899 and 1902 which led to greater numbers attending secondary schools – 3,500 in 1901-2 up to 470,000 in 1937-38, and, in 1904-5, new Regulations established new curricula which included the study of (at least) one foreign language, although the Board had still to be satisfied that, where two languages were studied and one was *not* Latin, 'the omission of Latin is for the advantage of the school' (89). Those reforms themselves were the consequence of the development of the British Empire and of Britain's growing importance as the leading European trading nation. 'To be in trade' was however still no occupation for a gentleman, and the fact that foreign languages were widely taught in evening institutes and 'commercial colleges' failed to give them any sort of intellectual status, added to which these languages were usually those other than French, which depressed the status of German, Spanish and Italian even further, since it was continually stressed that these languages were studied, not for intellectual reasons, but for 'some prospect of material benefit' (Leathes Commission, 1918, p. 175) (116).

The study of Modern Languages in our universities during this period also benefited from the reduction in the kudos afforded the Classics; certainly, the 'Altphilologen' in Oxbridge would have gone to the barricades before granting Modern Languages any sort of equivalent status – even financial: In 1929 a Classics Professor earned £1200 per annum, a Romanist £1200 and a Germanist £1000! (133). As older colleagues will remember, philology dominated the universities' Modern Languages' curricula in the 20s and 30s, as it had dominated the classical, and the need or ability actually to *speak* the modern languages were rarely considered. The author's own professor, Walter Bruford, recalled of that period 'that even if (a student) never opened his mouth, he could still obtain

Honours on the written paper alone'.

Ever so slowly however the position changed; in 1928–29, the first German Assistenten came to England – although Scotland had been receiving them since 1910; the expansion of the mass media and their need to consider the interests of the influx of German and Austrian refugees in their several waves of immigration, particularly after 1918 and before 1939, led to the creation of several journals for German speakers. In 1911, there were 65,300 inhabitants of German birth in England, and about 70,000 more came between 1930 and 1938 (148). The interest in Germany and the German language was mirrored by the number of language courses of which the 'Daily Mail's' *Brush up your German* might be remembered; the 1929 BBC radio courses sold some 30,000 Beginners' booklets and, in 1938, Sack and Thomson's *German Course* is reputed to have sold 21,000 copies in three months! (Older readers will also recall the massive sales of Whitmarsh's French courses and of MacPherson's *Deutsches Leben*).

Herr Ortmanns stresses throughout his study how the forum for the discussion about the place and the importance of Modern Languages was the organ of our own Modern Languages Association, and we all owe a debt to those early protagonists who fought so bravely, often against their own chances of furtherment, against the narrow-mindedness (and the privileged interests) of the Classicists whose view (especially after the First World War) that German literature was 'dangerous' because it possessed only 'low ideals', carried such weight in educational circles. Ortmanns believes however that neither War did damage to the position of German; indeed, he presents some evidence that enlightened business circles realised that a nation of such commercial energy could not afford to be neglected, and that, unless Britain was to return to the old and ridiculous custom of employing 'qualified German clerks' in our offices, then the study of German would not only have to be 'maintained but extended' (*Modern Studies*, HMSO, 1918 61 f.) (225).

Developments post-1945

The period from 1939 to 1985 will be much more familiar to most of our readers; Herr Ortmanns, again with a wealth of statistical evidence, takes us from Butler's 1944 Act up to 1985, showing how German slowly took over from Latin as second 'foreign language' – for the first time in 1974 in examination statistics (207). In 1951, approximately 78,400 pupils took French, 27,700 Latin and 10,100 German at GCE 'O' Level; by 1980, that figure had changed to: French circa 166,000, German 52,000 and Latin 26,000. (As comparison, circa 13,000 took Spanish, 3,000 Italian, 1,800 Russian and 1,400 Greek).

For many teachers of German, one must add, however – and Herr Ortmanns cannot be expected to have 'felt' this – the conditions at the coal-face had changed but slightly – they now had to fight *French* departments to be allowed their 'Platz an der Sonne'. The Head of German had to decide whether only having six A level proses to mark in the evening as against his French colleagues' perhaps 20 was worth giving up the struggle for a larger 'allowance', the introduction of which, in 1956, I think, created such animosities in grammar schools where colleagues had taught under the same financial conditions for years. (It is indeed the lack of such personal details, and the aforementioned failure to take the story beyond 1985, which leaves the British reader slightly unsatisfied with what is otherwise a valuable and noble attempt to present a history of 'German in Great Britain').

Herr Ortmanns closes his study with attempts to support or refute certain hypotheses; Firstly, he agrees that economic and technological factors encouraged the learning of German in Britain; secondly, as we have seen, he refutes the suggestion that the wars led to a lack of interest in 'the enemy's' language – rather the reverse – although those of us who struggled after the war to stop pupils writing swastikas on every new exercise book may not be wholly in agreement! Thirdly, although he would like to believe it, he cannot see any evidence that the 'kulturellen Leistungen' of Germany played (or play) much part in the desire to learn German – he claims that that is more true of French and Italian. Herr Ortmanns here may be a prisoner of his age, of course; few younger German intellectuals seem to want to praise their country's literary achievements. Fourthly, the author refutes the hypothesis that the grammar of German has led to its taking second place to French – and, indeed, he quotes a 1947 Commission's report to the effect that French was 'more difficult than German', and, secondly, a 1960's schools' survey which showed (as all German teachers know, the present writer is constrained to add!) 'that children made much more rapid progress in Years 1 and 2 in German than in French' (230), a fact which should be borne in mind by the architects of the proposed (new) scheme to introduce a modern language into our primary schools.

The present writer's own researches into the position of German in Yorkshire in 1973 and 1983 did not present the most optimistic picture of 'the future' – 'German in this area is keeping its head above water, no more …', and it would appear that the position has scarcely altered.[5] It is true, of course, that large numbers of former GCSE pupils who have gained their A's are going on to take (but often ill-advisedly) Advanced Level courses in German, only to arrive at university with much enthusiasm (and ability) to speak the language, but with little, or ill-founded, knowledge of German grammar, which leaves them frustrated with their attempts to write reports, essays, etc. in advanced German. All this leads one to suspect that, here too, there will soon be a call for 'Back to basics'!

Herr Ortmanns has certainly allowed us 'to see ourselves as others see us', and, unless we agree with Henry Ford's cynical remark that 'history is more or less bunk', *this* history should be required reading in all German departments.

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Germany's *bilinguale Züge*

John Klapper University of Birmingham

For more than 20 years a small minority of German secondary schools have been offering pupils the opportunity to study parts of the secondary curriculum through the medium of the foreign language (FL). Pupils opting for this intensive FL-learning experience are taught in discrete sections or streams known as bilinguale Züge. The number of schools with a bilingual wing[1] has increased dramatically in recent times, and Germany is rapidly becoming one of the most significant providers of FL-medium learning in Europe. The following brief survey places the bilinguale Züge in the context of FL learning in Germany as a whole and considers questions relating to bilingual-wing subjects, teachers, assessment and training.

Foreign languages in German schools

FL learning has a much higher status in Germany than in Britain. The country's policy of ensuring that all children learn at least one FL until the end of compulsory schooling has never been the contentious issue it unfortunately still is in the United Kingdom. The long and hard fought battle of modern linguists in this country, via a common examination at 16+ to a still controversial National Curriculum is quite alien to the German education system, the occasional dissenting voice from the Hauptschule notwithstanding.

Shortly before unification approximately two-thirds of all pupils (at Realschulen, Gesamtschulen or Gymnasien) had the opportunity to acquire practical knowledge of more than one FL, a proportion which can only have risen since 1990 as all but one of the new Länder have resoundingly rejected the Hauptschule. This is a figure we can only marvel at, given the pre-National Curriculum numbers of those who continued with the study of even *one* FL beyond fourteen.

While in principle any living language can be taught in Germany as FL1 from Class 5, in practice English tends to dominate. Lip-service may be paid to the ideal of diversification in the later classes of Gymnasien and Gesamtschulen, but the overriding requirements of Durchlässigkeit[2] within what is essentially still a tripartite system mean that pupils are rarely offered anything other than English and occasionally French as FL1 . In the new Länder the numbers choosing Russian, the former compulsory FL1, are already below 10% and are falling with each school year, resulting in an even greater proportion of 10 year olds learning English than in the west.

Origins and aims of the bilinguale Züge

Like the corresponding *sections bilingues* in France the bilinguale Züge resulted from the German–French treaty of friendship and co-operation, signed in 1963 by Adenauer and de Gaulle. First experiments began with German–French bilingual wings in 1970 and, as with the more recent expansion, greatest support for the innovation came from Nordrhein–Westfalen (NW). The initial enthusiasm for and apparent popularity of the first German–French streams prompted similar, although less successful experiments with German–English streams in the following two years. It was not until the late 1980s that German–English bilingual wings came to be established in significant numbers, and this time they proved so popular

Figure 1. German Schools with Dual-Language Teaching, 1993–94

	E	F	D	R	G	S	I	L	C
BE	3[1] (1G)	1	–	1[1]	–	1	–	–	–
BR	1	–	–	1	–	–	–	–	–
BRE[2]	7 (3R[3])	–	–	–	–	–	–	–	–
BW	4	6	–	–	–	–	–	–	–
BY	–	2	–	–	–	–	–	–	–
HA	5	1	–	–	–	–	–	–	–
HE	2 (1G)	4	–	–	–	–	–	–	–
NS	21 (1G)	1	–	–	–	–	–	–	–
NW	72 (6G, 26R)	16	5 (4R)	2	3 (1G)	1	1	1	–
RP	15 (3H) (3E)	15 (2R)	–	–	–	–	–	–	–
SA	–	2	–	–	–	–	–	–	1
SH	9(4R)	–	–	–	–	–	–	–	–
SL[2]	1	6 (1G)	–	–	–	–	–	–	–
TOTAL	140	54	5	4	3	2	1	1	1

Total Number of Schools: 204 Total Number of Bilingual Streams: 211

Key: BE = Berlin; BR= Brandenburg; BRE = Bremen; BW = Baden-Württemberg; BY = Bayern; HA = Hamburg; HE = Hessen; NS = Niedersachsen; NW = Nordrhein-Westfalen; RP = Rheinland-Pfalz; SA = Sachsen; SH = Schleswig-Holstein; SL = Saarland.
C = Czech; E = English; F = French; G = Modern Greek; I = Italian; L = Latvian; P = Portuguese; R = Russian; S = Spanish.
R = Realschule; H = Hauptschule; G= Gesamtschule.

[1] Indicates school offering either German–Russian or German–English bilingual wing.
[2] Some schools here have FL-medium teaching, but not a full bilingual wing.
[3] Indicates Realschule streams within a comprehensive school.

and successful that they soon outnumbered their German–French equivalents. Figures for each subject and Land up to the end of the academic year 1993-94 are given in Figure 1.[3] Unless otherwise indicated, the schools are Gymnasien.

The expansion of bilingual-wing provision over the past five years reflects a far greater commitment at both political and administrative levels to the promotion of FL learning. Significant resources are being provided by certain Länder to enable schools to plan and develop dual-language learning in a more rational manner. At the level of the individual school, consultation with parents plays a much more important role than before, with most schools organising parents' evenings devoted solely to the question of FL learning, and a number producing glossy brochures describing the work of the bilingual wing.

The activities of schools with bilingual streams (enrolment in which is always entirely voluntary) are strictly limited by the Richtlinien of the particular Land which forbid any reduction in the regular curriculum. FL-medium tuition is therefore something extra rather than an alternative. The aim is to bring pupils to a high linguistic and intercultural level, first by exposing them more intensively to the FL and offering them more opportunity to apply it than would be the case in the normal pattern of language learning, secondly by enabling them to participate in a series of carefully planned school exchanges, and thirdly by providing increased study in the relevant curricular areas of the history, society and culture of the country whose language they are learning. Increasingly, pupils are meant to stop viewing the FL as an object of study and to see it more as a vehicle for acquiring knowledge, insights and skills.

The aim is that the target language should slowly but progressively become the language of tuition, taking up greater proportions of classroom talk, until the stage is reached where it is possible for learners to hold a conversation on a specialist topic in the FL. It is, however, made clear that L1 is not to be banished from the classroom and that the FL is not to be used in any dogmatic fashion: the use of both languages for work on subject-specific terminology is deemed not only permissible but essential. It is in this sense that the term 'bilingual' is to be understood to refer as much to the type of teaching that occurs in the bilingual wing as to the pupils it eventually hopes to produce.

Varieties of bilingual-wing provision

There is a considerable diversity in bilingual-wing teaching across Germany. For the sake of clarity we shall concentrate here on the approaches adopted by the statistically significant NW. The bilingual wing seeks to get pupils off to a 'flying start' through intensified core FL in Classes 5–6, and, when bilingual subjects are introduced in Classes 7–8, one extra lesson is allocated to the new subject. This extra time is fitted into the regular (morning) timetable using the flexibility allowed at local level by school authorities (see Figure 2).

Figure 2. Main Types of Bilingual Wing in Nordrhein-Westfalen

Class	FL1	Bilingual Subject			Bilingual Subject		
		Geog	Pol	Hist	Biol	Geog	Pol
5	7(5)						
6	7(5)						
7	4	3(2)			3(2)		
8	4	3	3(2)		2	3(2)	
9	3	2	–	2	2	2	2
10	3	–	2	2	2	2	2
		Geog or Hist			Biol or Hist		
11	6(3)		3			3	
12	6		3			3	
13	6		3			3	

Note: Figures in brackets show the number of lessons per week for non-bilingual stream pupils. The symbol '–' indicates the particular subject is not taught in this year. No entry means the subject is taught in German only.

In the gymnasiale Oberstufe pupils study a combination of Leistungskurse and Grundkurse. Those who continue in the bilingual stream beyond the Sekundarstufe have six FL lessons in Class 11/I and one subject taught through the medium of this FL. In Class 11/II pupils must choose the FL as the first of their two Leistungsfächer, each of which is taught for six lessons a week, while the bilingual subject continues as a three-lesson Grundkursfach through to the end of 13/II.

Apart from having the largest numbers of bilinguale Züge, NW is the only Land in which bilingual streams have been introduced to Realschulen in any significant way. The current six-year experiment involving 30 Realschulen (26 offering English and four Dutch) is seeking to challenge the view that bilingual-wing teaching is an elitist undertaking. The one major contrast with bilingual streams at Gymnasien is that in line with the different overall aims of this school type, the emphasis is less on general intercultural training and more on teaching practicable, communicative skills.

Bilingual-wing subjects

Experience to date with bilingual streams suggests that the social sciences are, on the whole, the most suitable vehicles for FL-medium teaching; firstly, because the use of specialised terminology is closer to general language use than in natural sciences, and, secondly, because of the still current view of bilingual-wing foreign languages as cultural vehicles in the spirit of the 1963 Franco–German agreement. In German–English streams, however, Biology is also a popular choice, and of the two subject patterns commonly found in NW (cf. Figure 2) there are clear signs that, as English becomes the most dominant FL, the Biology–Geography–Politics variant is likely to establish itself as the norm. This is to be explained partly by the fact that Biology, like all natural sciences with their emphasis on the concrete and the visual, is a more context-embedded discipline than History, and partly by the greater accessibility of English-language materials for German learners of Biology.

Bilingual streams frequently offer pupils practical and activity-based subjects in the FL. The most common are Technology, Physical Education and Art. The second and third of these, in particular, are suitable for younger pupils since they do not depend primarily on verbal communication alone but are accompanied by actions in authentic, purposeful settings. Other areas of the curriculum which are occasionally taught through the medium of English include IT and Computer Science, while in two schools in Frankfurt ambitious experiments are under way involving the teaching of French-medium Economics and Sociology, and in the same city an even more adventurous school is offering English-medium Biology, Philosophy and Maths. Besides these 'official' bilingual subjects, there are numerous examples throughout Germany of Arbeitsgemeinschaften, pursuing such diverse interests as photography, computing, film and drama through the medium of the FL.

Assessment

Recommendations issued by the education authorities of NW[4] have established that what is to be assessed in bilingual wings is above all subject matter performance, not language ability. Providing a basic communicative minimum is achieved, poor general FL competence must not detract from this mark, but a particularly good linguistic performance can be taken into account to improve the mark awarded for content. In bilingual-wing subjects up to and including Class 10 the emphasis remains on pupils' oral performance in class, while in the Oberstufe written work is also assessed. In the core FL class, which usually contains pupils from both the bilingual wing and the mainstream, all pupils are marked according to the same criteria.

A significant development in a small number of German–French bilingual-wing schools has been the experimental joint awarding of the German Abitur and the French baccalauréat. The experiment stems from the 'Joint Declaration' of the 1986 German–French summit which sought to integrate elements of the French and

German education systems in order to enable pupils in the two countries to study at each other's universities. The German schools involved in the experiment are located in Bonn, Frankfurt am Main and Stuttgart. Besides having French as a Leistungskurs, and therefore as an oral subject in the Abitur, pupils in bilingual streams seeking joint certification must take two bilingual subjects (as opposed to one for 'normal' bilinguale Züge). The programme of study is designed to meet the curricular requirements of both countries.

Teachers and training

Staffing dual-language learning is a major headache for any school. Suitably qualified native speakers are few and far between, while the widespread use of German natives can mean that pupils do not receive adequate exposure to authentic FL models. Although regulations require non-Germans to possess good German-language skills, a degree qualification in the bilingual subject and the German teacher-training qualification for Sekundarstufen I and II in both the bilingual subject and a FL, this is (not surprisingly) an ideal rarely achieved, and the norm, at least in NW, is to employ German natives with a joint subject-FL qualification. In view of bilingual wings' legal obligation not to omit any of the normal subject syllabus, it is considered essential to employ subject specialists, but not to sacrifice knowledge of language-teaching methodology for the sake of providing authentic native-speaker models.

The insistence on appropriately qualified staff entails considerable in-service training costs which can only increase as the numbers of bilingual-wing schools grow. Related costs are those involved in setting up working parties to produce guidelines and appropriate materials for bilingual-wing teaching (the first commercial materials have only just recently appeared). NW has recognised these extra costs by allowing 0.65 of a post for setting up a bilingual wing, reduced to 0.5 once it is established.

There are as yet no initial teacher-training courses for bilingual-wing teachers. In some Länder it is possible to obtain an additional qualification for a bilingual subject taught during the compulsory two-year Referendarzeit, or post-qualification probationary period. Rheinland-Pfalz (RP) operates a scheme which allows native German trainees to qualify to teach in bilingual-wing Gymnasien. Amongst other requirements, they have to spend six weeks in an English or French school, teaching their specialist subject through the medium of the FL for at least half the weekly teaching load of 10 hours. This foreign placement scheme has been judged a great success and is set to continue, if not to expand.

Besides sponsoring working parties set up to devise detailed recommendations for bilingual German–French streams (the German–English equivalent are about to appear), NW organises a whole range of short courses for bilingual-wing teachers. There is also talk of introducing foreign placements in British schools for practising bilingual-wing staff, along the lines of RP's initial training scheme. Such visits would offer teachers the chance to discuss both the content and methodology of their subject, and might be linked to courses or seminars held at British teacher-training establishments, or even TESOL centres. The British Council is planning to offer courses to interested teachers on such topics as English for Science Teaching which will involve a theoretical element in Germany run by British ESP specialists and a practical element at a British school. Until such measures produce the highly qualified and experienced staff the bilingual streams require, there is also a clear need in the short term to improve general FL skills and knowledge of FL-teaching methodology among those subject teachers who, though not FL specialists, are willing to teach their subject bilingually.

Conclusion

The spread of bilinguale Züge in recent years is one of the more significant developments in FL teaching. In contrast to the qualitatively inferior *sections bilingues* in France, and to smaller-scale experiments in Scandinavia and Britain, bilingual streams promise to transform FL-learning for a significant minority of the German school population. Although not to be equated with immersion programmes in Canada, bilinguale Züge have a lot to learn from the increasing number of studies being undertaken by American and Canadian researchers into immersion methodology, especially as it relates to so-called 'late immersion' (from about age 13). Where more work needs to be done is in defining the role of supportive core FL teaching, especially in Classes 5–6. Training opportunities must also be increased, while commercial materials are urgently required to help hard-pressed bilingual-subject teachers. Furthermore, the network of European exchanges for both pupils and teachers needs to be greatly expanded.

Finally, is any of this relevant to Britain? Clearly, we are at a huge disadvantage compared to Germany: we do not have the foundation of a major cultural agreement on which to build, we have fewer joint FL-subject graduates, a National Curriculum which severely limits curricular experimentation, and we have no financial resources. Nevertheless, as shown by the success of the handful of English bilingual-wing schools, it is not an impossible undertaking but requires teachers committed to the concept, the close co-operation of the relevant subject department(s) and, most importantly, a supportive headteacher who can appreciate what a distinctive and attractive feature in the eyes of parents a bilingual section might be. In Germany's bilinguale Züge, Britain and the rest of Europe have a tried and (at least partially) tested model on which to base their own dual-language learning experiments.[6]

Notes

1. Although the terms 'bilinguale Zug', 'section bilingue' and 'bilingual wing'/'bilingual stream' do not accurately reflect the phenomenon, they have now become firmly established and are retained here, alongside the more satisfactory 'dual-language learning'.
2. This is the opportunity for pupils to move from one school type to another without prejudice to their education, in particular at the end of the Orientierungsstufe. i.e. Classes 5-6.
3. Statistics provided by the individual Kultusministerien.
4. Kultusminister Nordrhein-Westfalen, *Empfehlungen für den bilingualen deutsch–französischen Unterricht. Erdkunde. Geschichte. Politik.* 3 Volumes (Frechen: Ritterbach. 1988).
5. Cf. E. Hawkins (ed.). *Intensive Language Teaching and Learning. Initiatives at School Level* (London: CILT). 1988).
6. A research project investigating the effect of bilingual-wing provision on pupils' FL proficiency and general academic progress is currently being conducted by the universities of Kiel and Eichstätt.

Open access and listening skills

Ian Kemble University of Portsmouth

In recent years there has been much talk of student autonomy in language learning and student-centred learning. The intention of this case study report is to relate briefly the German Studies experience at Portsmouth with regard to open access listening materials, in the hope that this may stimulate debate among colleagues and/or encourage the appearance of other case studies on open access in the journal.

Listening skills are in many respects an obvious starting-point for the creation of self-access materials. In our case, the motivation to develop our own listening materials came primarily from the perception that, in the light of limited resources and changing 'A' Level syllabuses, there was a need to re-assess the emphasis in classroom teaching on the development of oral and aural skills – which had dominated the Year 1 undergraduate language learning programme in the Seventies and early Eighties – and encourage accuracy as an important learning goal. Consequently, the Language Workshop contact class was introduced in the mid-Eighties, in which students are systematically introduced to German grammar. This new class replaced the language laboratory hour which was placed on an open access footing.

Initially, all seven members of the German section were asked to develop two Hörverständnisübungen each, based on recorded materials provided by the Inter Nationes *Kultureller Tonbanddienst*.[1] The original Hörverständnisübungen took the form of a series of exercises such as multiple choice questions, questions eliciting short Stichwort-type answers, gap-filling exercises and the translation of short sentences or phrases into German and/or English.

When the teaching year was divided into three terms, students were required to complete five Hörverständnisübungen every two weeks. At the end of the two-week period, the answers could be obtained from the course office and the exercises were marked by the students themselves. At the end of the term the five Hörverständnisübungen were submitted to the course office for collection by the Year 1 language co-ordinator who then distributed them to all Year 1 tutors for discussion with students in the weekly tutorial. Initially, it transpired that some students found the exercises too easy, others did not take the exercises sufficiently seriously and simply copied from their more conscientious contemporaries. To remedy the former problem, it was decided not to require students who demonstrated a good listening ability in the beginning-of-year diagnostic test to complete the Hörverständnisübungen. To remedy the latter problem, it was decided to grade the exercises in terms of difficulty.

Since the late Eighties, therefore, the task of co-ordinating and developing listening materials has been in the hands of the language teacher responsible for the Year 1 language teaching programme. She has recently introduced a different set of exercises in the second half of the year in which students are required to produce a written summary in English of a spoken German passage. It has become increasingly clear to us that post 'A' Level students have great difficulty with summary writing as an exercise since it requires detailed analysis of the text rather than general reading for the gist, and that writing a summary in English is an excellent way of testing comprehension skills. The Hörverständnisübungen have also been introduced into Year 2 of the course. Year 2 Hörverständnisübungen are different in design from their Year 1 counterparts in that the multiple choice and gap-filling exercises are replaced by questions on the content of the recorded passage and complemented by a second section with exercises which help students with the systematic acquisition of vocabulary and the development of fluency. Year 2 students have commented that they do indeed find the exercises more demanding, but the problem of students not taking the exercises seriously has not been completely eliminated.

The model of self-access which has been presented above is one in which it operates as a system of self-instruction by providing regular practice in listening comprehension on the basis of graded listening comprehension exercises. In what follows a second model will be presented in which some degree of integration is achieved with the language learning programme.

The logbook

In addition to the Hörverständnisübungen we introduced the satellite TV-logbook in October 1993 for students in Year 2. For some years we have been puzzling over how best to get students to watch German satellite television which, since September 1993, has had the added attraction of offering both main German channels, ARD and ZDF. Previously we had tried to encourage students to attend lunchtime showings of recorded satellite news broadcasts on a voluntary basis. However, this had simply not worked as no real incentive to come and watch was provided. The TV-logbook requires students to watch two satellite television broadcasts per week. Our technical staff record the early evening television news programme, *Tagesschau*, on Mondays, Tuesdays and Wednesdays and make them available to students in the Resources Area on the following day. From two of the three broadcasts students identify three news items of interest to them, enter the headlines of the news items in the logbook and write a short 30-word summary of one of the three news items, which is also entered in the logbook. For each of the two 15-week semesters they are required to produce logbook entries of two broadcasts per week over a period of 10 weeks. The logbook is then integrated into the oral assessment which occurs towards the end of each semester. Students are asked to prepare for the oral test by identifying a particular news item of interest to them and using it as the theme of their oral presentation. In addition, they are requested to select two newspaper articles on the same subject, a report and a commentary, and to include summaries of the two articles in their oral presentation. These summaries are also entered in the logbook for the purpose of contrasting spoken and written styles. At the end of the semester, the logbook is collected in and sample-marked by language teaching staff. Sample-marking takes the form of (a) checking that presentation is of an acceptable standard, (b) sample-marking two weeks' entries and the summaries used in the oral presentation, and (c) providing comments at the end of the logbook designed to help students with their language progress by drawing attention to lexical and grammatical strengths and weaknesses.

The logbook serves three functions: it enables students to keep abreast of events in Germany so that, when they go abroad in Year 3, they are well informed about recent developments; it provides students with regular listening practice; it feeds into the assessment of language in Year 2, thereby achieving a measure of integration with the mainstream language learning programme.

Conclusion

The above case-study has shown that listening comprehension is a language skill for which appropriate materials can be provided on an open access basis at low cost in terms of both production and administration. It has also been suggested that, in order to be effective, there should be a measure of integration with the language learning programme. Indeed, in the opinion of the writer, the notion of integration is the key to the effectiveness of any open access scheme.

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Notes

1. The *Kultureller Tonbanddienst* has not been available for some years. However, the reader's attention is drawn to *TV Select*, produced by the BBC, which not only provides contemporary video footage, but tapescripts and exercises as well. See also the review of *TV und Texte* in Language Learning Journal No. 9, March 1994, pp. 93–4.

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Ein aktuelles PC-Programm, entstanden auf der Basis des bekannten *Lehr- und Übungsbuchs der deutschen Grammatik* von Hilke Dreyer und Richard Schmitt. Lieferbar als Gesamtpaket mit umfangreicher Vernetzung oder in 10 Einzelmodulen:

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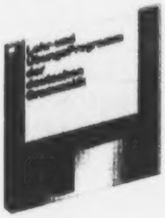

Technische Information: Das Programm ist geeignet für alle IBM und -kompatible Rechner ab MS-DOS 2.1 mit mindestens 640 KB RAM. Es unterstützt alle VGA- und EGA-Grafikkarten. Eine Festplatte ist erforderlich.

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Kommunikation per Computer

Volker Hartmann

Goethe-Institut
London

– erste Aktivitäten des Goethe-Instituts über „Campus 2000". German Days und anderes –

In Großbritannien existiert ein „E-mail" – Netz, an das ca. 4.000 Schulen und Universitäten angeschlossen sind: CAMPUS 2000. Eine Chance für PV-Aktivitäten, die das Goethe-Insitut zu nutzen beginnt, und zwar auf zweierlei Weise:

1. Mitarbeit an „Deutsche Ecke", einer Datenbank für Deutsch für Schüler und Lehrer.
2. Angebot von Frage-Antwort-Aktivitäten für Deutschlehrer und -schüler an einigen Tagen im Jahr: „German Days" – so wie der erste am 16 M[illegible] 1994.

Die Spielregeln des German Day

Deutschschüler der Sekundarschulen in Großbritannien, vor allem solche, die sich gerade auf die A-levels German vorbereiten, stellen Fragen zu Prüfungsthemen an das Goethe-Institut.

Wir boten an:

- Ausländer in Deutschland
- Umwelt in Deutschland
- Schulwesen in Deutschland
- Berlin

Die Fragen wurden auf elektronischem Wege, also vom Schulcomputer an unsere Mail Box im GI London geschickt, an das PV „Experten Team". Interessierte Schulen konnten bis 10 Tage vor dem 16. März Informationsmaterialien zu den sie interessierenden Themen anfordern. Auf diese Weise sollten die Lehrer und Schüler angeregt und unterstützt werden, sich mit den Themen ihrer Wahl zu beschäftigen, Fragen zu erarbeiten und zu formulieren. Die Antworten würden die Schüler am 16. März, dem German Day, direkt im Klassenzimmer erreichen, in der Mail Box ihres Computers. Und: Lufthansa hatte sich großzügig erwiesen, alle Einsender nahmen an der Verlosung eines Deutschlandfluges teil.

Der German Day

Würde das Spiel laufen, wie viele Fragen würden kommen? Kommen überhaupt welche? Nimmt man uns überhaupt zur Kenntnis? Optimistisch jedoch rechneten wir mit ca. 50 Fragen, einige davon würden sich wiederholen; auch könnte man ja schon vorher „Antworten" auf die (zu erwartenden) Fragen verfassen. Die erste Schreckensmeldung kam am Vorabend: 200 Fragen! Darunter höchstkomplexe und knifflige, auch Schüler-untypische. Aber wir hatten ja die Experten: Jeder aus dem Londoner PV-Team hatte sein Gebiet, über das er alles wissen mußte, Literatur zum jeweiligen Thema, Statistiken, die letzten Spiegeljahrgänge, die persönliche Materialsammlung lagen in Reichweite. Und da waren auch unsere beiden Praktikanten aus Deutschland, die sich nicht nur am Computer als Experten erwiesen. Und da waren Simon, unser Computermann im Institut und Chris von British Telecom/ Campus, die technisch möglich machen sollten, was so noch nie gelaufen war. Kollegen aus Manchester und York waren mit im Team.

Und am 16. März: 607 Fragen aus ganz Großbritannien, von Cornwall bis zu den Orkney Inseln!

Am Abend: Fast 300 Antworten waren verschickt, blieben noch 307 für die nächsten Tage. Ziehung des Gewinners des Fluges nach Deutschland: Chris sagte zu uns in österreichischem Deutsch: „Wißt Ihr, daß Ihr sowas wie ein Buch geschrieben habt heute?“ Wie auch immer, das Glas Sekt hatten wir verdient!

Wertung

Der German Day war konzipiert als „Big Bang“, als Startschuss für das Engagement des Goethe-Instituts im elektronischen Netz von CAMPUS 2000: Partner für 4.000 Schulen und Universitäten

Daß er so erfolgreich werden würde, hatte keiner von uns vorausgesehen, zeigt aber, daß das Medium Computer/E-mail taugt für sprachpolitische Aktivitäten.

Die 607 Fragen verteilten sich auf die 4 Topics wie folgt:

- Ausländer in Deutschland = 240
- Umwelt in Deutschland = 147
- Schulwesen in Deutschland = 129
- Berlin = 91

In diesen Zahlen spiegelt sich deutlich die unterschiedliche Aktualität der Themen in Großbritannien. Daß die PV-Leute des Goethe-Instituts London so intensiv um Auskünfte zu brisanten Themen gebeten wurden, zeigt, daß die persönliche Ansprache, die wir im Ankündigungsschreiben gewählt hatten, richtig war: nicht „offizielle“ Stellungnahmen waren gewünscht, sondern offensichtlich die von Leuten, die sich namentlich mitgeteilt hatten und von denen „Meinungen“ zu erwarten waren, nicht Klischees. 60 „repräsentative“ Fragen/Antworten können inzwischen ein Jahr lang in der „Deutschen Ecke“ innerhalb Campus von Lehrern und Schülern nachgelesen werden.

Nicht alle German Days müssen nach gleichem Muster verlaufen. Vor allem könnte die interaktive Komponente von electronic mail stärker genutzt werden. Denkbar wäre:

- „Quiz“ – Tag: 10 deutschlandkundliche Fragen werden am Morgen an die mitspielenden Schulen in der gleichen Sekunde verschickt. Lösungen müssen 3 Stunden später in der Mail Box des Goethe-Instituts sein, unter den richtigen Lösungen werden Preise verlost.
- „Experten“ – Tag: etwa: Referentin XY, die am Donnerstagabend einen landeskundlichen Vortrag im Goethe-Institut hält, beantwortet am Vormittag Fragen zu ihrem Thema.
- „Literatur“ – Tag: Schriftsteller YX, dessen Bücher auf den Prüfungslisten für das Deutsch-Abitur stehen, und der am Abend eine Lesung veranstaltet, kommuniziert am Vormittag elektronisch mit Schülern.
- „Europa“ – Tag: zusammen mit Franzosen, Italienern, Spaniern etc.
- „Städte“ – Tag: Schüler einer britischen Schule befragen Schüler einer Berliner Schule in Berlin zum Thema „Berlin“ und umgekehrt.

Nächstes Projekt des Goethe-Instituts London: am 3. Oktober 1994 „Deutschlandquiz – Tag“: 15 Fragen zu „Deutschland '94“ für Schüler ab dem 4. Jahr Deutsch. Preise: Posters aus den neuen Bundesländern für das Klassenzimmer . . .

German Days 1995

There will, again, be **two** German Days, but in 1995 the organising German Language committee will offer the **same** theme at two different venues and dates.

Provisional title: ***Teaching German – What's special about it?***

Plans include sessions on 'Die Sprache der Wende' and issues related to teaching grammar at all levels.

Dates for your diary:

German Day	Saturday 1st July 1995	London
German Day	Saturday 4th November 1995	Venue to be decided

Reviews section

Oxford Minireference German Grammar. Rowlinson, William. *Oxford University Press, 1993. xi + 292pp. £2.99. 0-19-211677-0*
Oxford Minireference German Verbs. Rowlinson, William. *Oxford University Press, 1993, xxiv + 344pp. £2.99. 0-19-211677-3*

Both these books fit neatly into an average pocket, and they are packed with information. If anything, the attempt to produce them in this format has, however, led to an unduly small print size. The paper is not of the highest quality, with the result that bold print comes out rather fuzzy. Page layout is unimaginative, and new sections often start half-way down a page.

But my reservations about format do not extend to the content, at least for the Grammar. This is very full, and very readable. The reservations which Eva Paneth and I had about the comparable grammar from Harrap (see *GT*, December 1988, p. 14) do not apply here. In the very first chapter, the tenses of verbs are set out far more economically and far more clearly.

The presentation of grammar is traditional, and reflects little of the progress that has been made in e.g. Durrell's revision of Hammer. The subjunctive 'tenses' are still referred to as present and past, albeit with a clear warning: 'Their grammatical names do not indicate their function – the past subjunctive is not a past tense.' Similarly, the tables of adjective endings follow the familiar pattern, with no 'rule' such as that given by Durrell ('The fuller "strong" endings are used if there is no determiner preceding the adjective which indicates the case, gender or number of the noun as clearly as possible.')

I particularly like Rowlinson's 'Cross-reference list of English prepositions' which shows clearly the various German 'equivalents' of, say, *at*. It is helpful to draw students' attention as early as possible to the non-equivalence of prepositions in any pair of languages!

At just on a penny a page, this grammar is incredible value for money!

While I can understand why a learner of Spanish finds a verb handbook useful to see where the stress mark goes in the second person plural of various tenses, and while I can appreciate that a publisher going in for verb handbooks would want them in all popular languages, the regular compound formation of most tenses in German renders such a handbook at best peripheral. With the exception of the six page 'Identification list' which leads from preterite or past participle to the infinitive, the 300+ pages of the verb handbook under review here are hardly necessary for the learner at whom the book is targeted. But if you really want and need to know that *spinnen* has alternative past subjunctives *ich spänne* or *ich spönne*, then this is the book for you!

ALAN G JONES
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Lehr- und Übungsprogramm der deutschen Grammatik. I: Substantiv und Artikel; II: Pronomen und Adjektiv; III: Verben-Indikativ. Dreyer, Hilke; Schmitt, Richard. *Verlag für Deutsch, 1993. Disks (+ Beihefte) each DM 98,-. 3-88532-777-5/778-3779-1.*

This PC-program is based on the *Lehr- und Übungsbuch* by H. Dreyer and R. Schmitt. The 10 modules will contain a vast selection of exercises taken from the book (mostly gap-filling, some multiple choice, matching or re-ordering of sentences). According to the publishers the program is meant to supplement not replace the book. The little accompanying booklet (which is the same for each module) states that through the medium of the computer the grammar modules are offered 'in neuen, flexibleren Organisationsformen, die den sich wandelnden Anforderungen der Lerner entgegenkommen'. The 'neuen Möglichkeiten des autonomen Lernens' have also been taken into consideration. The continuous erosion of teaching hours in higher education creates an increased need for useful material for open learning. Criteria of flexibility and suitability for self-access use are therefore of great importance, so I have looked at these in particular.

This review is based on the first three modules (*Substantiv and Artikel, Pronomen und Adjektiv, Verben: Indikativ*) which were available in January 94. Two more (*Verben: Gebrauch, Passiv*) appeared in February 94 and the whole package (*Verben: Konjunktiv, Präpositionen, Adverbien und Zahlwörter, Syntax: Haupt- und Nebensatz*) was due to appear in October 94.

The Program is aimed at learners 'mit soliden Grundkenntnissen' which would have to be defined and possibly means different things depending on whether you look at it from the British or the German angle. The reference pages use only the traditional German grammar terminology: 'Der bestimmte Artikel steht bei allgemein bekannten oder vorher genannten Personen oder Sachen.' I wonder what my post-A-Level first-year students would make of this explanation, particularly if they were using the program in Self Access. If students understand this terminology they have probably mastered the level of the matching exercise a long time ago: *Er nimmt . . . Tasse aus dem Schrank.* (M1, B, Ü1/3) On the other hand, the vocabulary used in some exercises is too difficult (too old-fashioned?) for the grammatical level: *der Freund hilft . . . (der Gefährte)* (M1, B, GesamtÜ1/2). In some exercises the correct understanding of the vocabulary is necessary for their successful completion.

These two shortcomings could have been avoided by offering a glossary where the learner can look up the vocabulary, and possibly an introductory self-assessment test for the autonomous learner in order to establish how well he or she understands the grammatical termini. Even the much cheaper 'grammar basher' *TUCO II* (published by Gessler Publishing, New York, and distributed in the UK by Wida Software) offers both these facilities.

Once within an exercise the learner is forced to go through it in linear order. This is particularly frustrating in the matching exercises where the learner cannot apply elimination strategies to arrive at the correct solution. Capitals are not counted as errors but the program corrects them. Wrong Umlauts are counted as errors. The British user, however, has to know the ALT+ Number combinations in order to display the Umlauts as neither the program nor the handbooks point these out.

The learner has three attempts at the solution before the program fills it in automatically. Most error messages I received when I was really trying to 'bash' the program did not offer 'einen Hinweis auf die Art Ihres Fehlers' as stated in the handbook but just gave me 'Richtig' or 'Das ist nicht rightig'.

More worrying from a pedagogical point of view was the use of non-existent grammar structures in some multiple choice exercises, e.g. the practising of the genitive (M1, A, Ü2/3):

die Lage – des Hauses
– des Haus
– der Hausen

According to the F1 Help page *des* and *der* are the only valid options. The point was not to test the correct noun forms. The wrong plural noun given here can only confuse the learner. Apart from the help facility which is not as context-sensitive as the publishers make it out to be, the rigid multiple choice format of the exercise suggests mistakes which the learner may not have made otherwise.

In general I had to come to the conclusion that the inflexibilities of the program make it control the learner, not the other way round as one would expect of a CALL program of today's generation. Students might benefit from the use of this program if help and teacher's guidance is readily available, however. Teachers and students

already familiar with the grammar book and its terminology may find this program a useful supplement.
BRIGITTE DOLD
University of Greenwich

Deutsch für Studenten. Lesegrammatik. Stalb, Heinrich. *Verlag für Deutsch, 1993. 232 pp. DM 28,50. 3-88532-155-6.*

Stalb's grammar for foreign students of German is not what I expected; however, it may well be what my students and I need since the average first-year post-A-level student has only an imprecise grasp of the structures of German, and needs to review, early in his/her university career, such basic areas as adjectival agreement and noun declension! This grammar is designed as one of a package of language instruction for students intending to go to Germany to study; the author assumes that the basics are already in place and helps students to gain mastery over more complex areas of language which, according to his experience, cause difficulties when foreign students are faced with reading 'Fachliteratur' in the their chosen field. This so-called 'Lesegrammatik' is, in fact, a challenging and stimulating course book which, as far as most post-A-level students are concerned, should be used under the guidance of a teacher of native or near-native competence who can supply accurate and intellectually satisfying answers to many questions which are put. (Most students working on their own with this book will need to have other reference works to hand, including standard grammar of German with explanations in English, and a good dictionary of contemporary usage.)

Stalb's book is set out in three segments:

(A) Analysis of, and practice in, structures. (A few examples: those in which are embedded words like 'allerdings', 'jedoch' and other linguistic markers that help readers/listeners to understand the relationship between different parts of the statement; or identifying and explaining the links between compound nouns (training not only for linguistic but also intellectual agility as indeed is offered by many of the exercises here); creative paraphrase by transforming prepositional phrases to clauses and back again.)

(B) A selection of sensibly chosen texts with exercises designed to extend understanding beyond the level of clause or sentence to identify key ideas in a given passage.

(C) More detailed explanations of some of the structures examined under A. (Thus, having encouraged students, in Section A, to consider the linguistic link between a given noun and an accompanying preposition – such as that between 'Gier' and 'nach' in the phrase 'Die *Gier* der Journalisten *nach* einer Sensation' – Stalb explores the principles of such dependency in greater depth in Section C.)

Stalb provides a key to some of the exercises, but it is characteristic of the subtlety of his approach that he offers only limited help – he gives both student and teacher space to breathe. This is not learning by rote, but by doing and creating. Stalb makes all his readers think hard *about* German (as well as to work hard in German), and presents mastery of German as a token of the commitment to their wider studies in Germany. Stalb opens students' eyes to more than mere grammar: 'Ausländische Studenten', he warns, 'brauchen für ihr Studium länger als deutsche Studenten, und mehr als die Hälfte gibt das Studium irgendwann ohne Abschluß auf'. (p. 85); students who have the ability and the staying power to absorb the strategies for study, as well as the knowledge, within this text will have secured more than just the linguistic basis for success.
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Duden, Das Große Wörterbuch der deutschen Sprache in 8 Bänden. Vols. I-III (A-Hev). Drosdowski, Günther; *et al. Dudenverlag, 1993. 536/508/532 pp. Each vol. DM 68,-. 3-411-04742-9/04752-6/04762-3.*

Duden, Das große Fremdwörterbuch. Herkunft und Bedeutung der Fremdwörter. Drosdowski, Günther; *et al. Dudenverlag, 1994. 1557 pp. DM 78,-. 3-3411-04161-7.*

The new 8-volume Duden *Das Große Wörterbuch* (not to be confused with the one-volume *Großwörterbuch*) replaces the 6-

volume edition which appeared in 1973 *et seq*. The page format is larger this time, and there are three columns to the page rather than two. In height and width the new dictionary (GW93) has much in common with the Oxford-Duden bilingual dictionary, but there are far fewer pages in each volume of the monolingual – less than 600 as compared with almost 1700 in the bilingual – so GW93 is (a) relatively expensive as a package, and (b) kinder on the wrist. It is also kinder on the eyes: the print is larger than both the Oxford Duden's and that of its own first edition (1973 *et seq*.).

The new GW contains substantially more material than the old, both in terms of total number of entries and within individual entries. There are also more citations and/or these have been updated, e.g. for **abdrosseln** GW73 cited Arnold Zweig : . . . indem er ihnen die Geldmittel . . . widerrechtlich **abdrosselte**, whereas GW93 has Willy Brandt: 'Ich fürchtete, . . . daß man . . . den Vorwand suchte, das Prager Experiment abzudrosseln.' Under **abduschen**, GW73 cited Werfel: 'Bemarde duscht den Zornigen erbarmungslos ab', whereas GW93 has both 'In der fünften Etage duschen wir den Straßenstaub ab' (*Norddeutsche Neueste Nachrichten*) and 'Seine große Stunde schlug im Samstagtraining, als er die Konkurrenz . . . kalt abduschte' (*Saarbrücker Zeitung*).

Other very obvious differences between the two editions include:

- the use of lozenges in GW93 to indicate 'Wörter und Verwendungsweisen aus der klassischen Literatur von Lessing bis Fontane'. A lozenge can therefore be read as: Careful, this word is probably best not used (or used in this sense) nowadays!
- alphabetical ordering is now strict: e.g. all **Baby-** compounds were together in one entry in GW73, but in GW93 **Babyjahr** and **Babynahrung** are separated by **Babylon**.
- the number of sources for citations has been considerably expanded; the data-base is now very impressive indeed. (As in the first edition, the editors have been meticulous in cross-referencing with page numbers, or issue numbers/dates in the case of newspapers, throughout.)
- 'Um den Bedürfnissen . . . vor allem der ausländischen Benutzer zu entsprechen', far more abbreviations and proper names have been included in the new edition: see, for example, **Baal** and **BA** (= British Airways) below.

The new *Duden, Das Große Fremdwörterbuch* (GF94) is presumably not designed to replace the long-standing (4th edition, 1982) *Fremdwörterbuch* (DF82) in the 'standard' Duden series. In size and weight GF94 comes close to the one-volume general *Großwörterbuch* and is more expensive than DF82. So does it offer more than the 'standard' *Fremdwörterbuch*, and does it offer anything that is not already in the 8-volume general dictionary?—after all, dictionary publishers using computerised data-bases and modern printing technology sometimes repackage their products with marginal benefit to the increasingly confused customer.

There is inevitably much shared material in GF94, GW93 and DF82. However, the answer to the above questions is that there is also much material in GF94 that is not in any Duden published to date: the new *Großfremdwörterbuch* has become the repository for much of the material presumably deemed too marginal/specialised to include in (even) GW93.

To distinguish GF94 as clearly as possible from DF82, the editors have also provided much more detailed etymological information, which I at least very much welcome. In addition, GF94 includes a useful 90-page 'reverse' dictionary which lists 'German' words first with their 'Fremdwort' equivalents second (e.g. **bedrückend: oppressiv**).

The question of definition of a 'Fremdwort' is cogently addressed in the introduction. The use of such a term may always be a controversial issue. A decision as to whether to list a word as a 'Fremdwort' can easily appear arbitrary, as when e.g. **Fenster** (from Latin) is not listed in GF94, but **Fenchel** (also from Latin) is – on the basis that **Fenster** is no longer a Fremdwort ('hat sich in Aussprache u./od. Schreibweise u./od. Flexion der Übernehmenden Sprache angepaßt' and is therefore a 'Lehnwort') while **Fenchel**, curiously, is still somehow 'fremd'. More insidiously, an unhelpful polarity – 'Fremdwort' *vs.* 'deutsches Wort' (= 'Fremdkörper *vs.* Deutsch?) – can be established, or at least reinforced, by the publication of whole dictionaries with the term 'Fremdwort' in their titles. One day a publisher may be brave enough to publish a 'Lehnwörterbuch' instead (with 'Lehnwort' more broadly defined than above), this making particularly good sense if, as with GF94, etymology is a major focus.

The excellent GF94 introduction has been borrowed with fairly minor modifications from DF82. One of these modifications is the omission of the paragraph (p. 15) beginning 'Auf Grund der Existenz zweier deutscher Staaten mit unterschiedlicher Gesellschaftsordnung . . .' It would, of course, have been more than a pity if the new dictionary had omitted GDR-specific words/meanings, too, but this has not happened, even if DF82 references to 'DDR' have not always survived: e.g.

Sekundärrohstoff:
DF82: (*DDR*) *Altmaterial.*
GF94: *Altmaterial, das aufbereitet u. als Rohstoff wieder verwendet werden kann.*
Brigadier 2:
DF82: (*DDR*) *Leiter einer Brigade.*
GF94: (*veraltend*) *Leiter einer Brigade.*
Broiler b):
DF82: (*DDR*) *Brathähnchen, gegrilltes Hähnchen.*
GF94: (*landsch.*) *Brathähnchen, gegrilltes Hähnchen.*

Ironically, **Soljanka**, the ubiquitous Russian-inspired *stark gewürzte Suppe mit Fleisch od. Fisch, Gemüse, saurer Gurke und saurer Sahne,* which a visitor to the GDR could hardly overlook, is now (= erst jetzt) listed.

A quantitative comparison of the four dictionaries mentioned in this review is given below, using the same section, viz. Ba to Bab-, in each. Headwords included in all four dictionaries have been omitted. The data clearly demonstrates that, whatever else it contains, GF94 has more headwords than DF82 and many that are not contained in GW93, which in turn has more material than GW73. Libraries must buy both (= 1 + 8) new Dudens; individuals, unfortunately, may need a pay rise first.

	GW73	GW93	DF82	GF94
Ba	–	+	–	–
BA	–	+	–	–
Baal	–	+	+	+
Baalsdienst	–	–	+	+
Baalspriester	–	–	–	+
Baalit	–	–	–	+
Baba 1	–	+	+	+
Baba 2	–	+	+	+
Baba-Jaga	–	–	–	+
Babbitt 1	–	–	+	+
Babbitt 2	–	+	+	+
babbeln	+	+	–	–
Babesien	–	–	+	+
Babesiose	–	–	–	+
Babillage	–	–	–	+
Babillard	–	–	–	+
Babillarde	–	–	–	+
Babine	–	–	–	+
Bibiole	–	–	–	+
Babirussa	–	–	+	+
Babismus	–	–	+	+
Babist	–	–	+	+
Babouvismus	–	–	+	+
Babouvist	–	–	–	+
Babu	–	–	+	+
Babuin	–	–	–	+
Babuschka	–	–	+	+
Babyalter	+	+	–	–
Babyausstattung	+	+	–	–
Babybeef	–	–	–	+
Babybonds	–	–	–	+
Babyboom	–	+	+	+
Babycar	–	–	–	+
Babyjahr	+	+	–	–
Babylook	–	–	+	+
Babynahrung	+	+	–	–
Baby-Pro	–	–	+	+
Babyrassel	+	+	–	–
Babysitterin	+	–	–	–
Babysitter	–	+	+	+
Babyspeck	+	+	–	–
Babystrich	–	+	–	–
Babywäsche	+	+	–	–
Babyzelle	–	+	–	–
Babylonien	–	+	–	–
Babylonier	–	+	–	–
Babylonierin	–	+	–	–

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Einführung in die deutsche Phonetik (deutsch–englisch). Hirschfeld, Ursula. *Hueber (Videothek Deutsch), 1992. Videocassette mit Begleitheft. DM 12,-. 3-19-021502-2.*

A while ago Hueber sent us the German-only 'Probevideo' of the above, which I reviewed, but with some puzzlement, in last December's *GT* (p. 21). This follow-up review is a response to their invitation to 'have another go' as it were, this time at the whole thing.

The complete German–English version does solve the puzzle as to why the male presenter should be got up in beard, mask and horned helmet (his female partner-on-screen is hyper-attractive but otherwise quite normal): it becomes clear that the man – Herrmann, by name – is a front for any foreign language voice for which there might be a market, i.e. he 'speaks' the dubbed English (or French or Arabic or Japanese, etc.) text, and since his lips and eyes are invisible, the dubbing is relatively easily (= cheaply) achieved.

This stratagem is more significant than it might initially appear: what we have here is a 70-minute tape that sets out – with audience specific adjustments to only part of the soundtrack—to assist almost anybody anywhere to acquire the basics of German pronunciation (or is it phonetics?). It is a tempting, all too tempting agenda.

The structure of each of the eight units is broadly: 1. presentation of material by the 'moderators' (*sic* as per English booklet), both with faces and with diagrams; 2. a roleplay enacted in the studio; 3. 'interviews' with people on the street (all *in* the former GDR, incidentally, not all *from* there). The structure is fine: the short interviews (often one, rarely more than three or four words), with a selection of very different but from unit to unit recurring people, work particularly well following on from the more artificial studio presentations. And the fact that the German vocabulary of the pronunciation examples has been carefully limited is also a positive feature of the package.

However, the information presented at the beginning of each unit is far too dense as a result of an attempt to 'cover the (phonetic) ground'. The learner needs more space – and some could indeed have been found for native English speakers by cutting out e.g. unnecessary explanations of [h] and aspirated [p] [t] [k] vs. unaspirated [b] [d] [g], all of which come naturally to us – but not, of course, to French native-speakers, at whom the cycle is also aimed.

The information given is also sometimes inscrutably technical. For example, much is made of differences in tension (tense vs. lax, tight vs. loose) between consonants: [ç] and [j], [x] and [R] are contrasted in these terms, but this is unlikely to make sense to the native English speaker and hence create confusion, not least because much more closely related pairs – where the sole obvious difference is the use or non-use of the vocal chords – are portrayed in similar terms, e.g. the letter 's' is described as being 'articulated with tension' = [s] and 'without tension' = [z]. Also, the diphthongs in *Mai, Frau* and *neun* are, from the learner's point of view, not well represented by [æ], [œ] and [ɔø] it is much easier to comprehend the transcriptions [ai], [au] and [ɔi] or [ɔy], whatever the phonetic 'truth' of the situation may be.

I once bought a 45 rpm record entitled 'The Pronunciation of Russian', published by the BBC: it cost next-to-nothing and did the job. I fear that neither virtue is or will be shared by *Einführung in die deutsche Phonetik* which falls between too many stools. Hopefully, though, this video will not be a one-off and the makers will try hard to be less ambitious next time.

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Spiele mit Wörtern. Ein Wortschatzprogramm für Fortgeschrittene. Watcyn-Jones, Peter. *Hueber Software, 1994. 3 PC disks. DM98,-. 3-19-001562-7.*

This PC-program is a vocabulary program aimed at 'fortgeschrittene Deutschlernende, die ihren Wortschatz erweitern und festigen möchten.' It comes on three floppy disks with a booklet listing the different activities. Installation of the disk content on the hard disk is straightforward, access to the various word games is through a clearly structured menu. On-screen instructions are in German and kept to a minimum. They are usually very precise and should easily be understood by a learner at this high level. Most activities are self-explanatory, particularly the earlier ones. Throughout the program the player is given the choice of interrupting the game, repeating it or doing another activity. Correct answers are reinforced by being highlighted in green, wrong ones in red.

The whole program offers about 5000 words, organised in groups with either a grammatical focus or a topical one (i.e. verbs, adjectives, nouns, synonyms, antonyms, conjunctions, compound nouns, idiomatic phrases, 'Personenbeschreibungen', 'Auf Reisen', 'Bürosprache', etc.). They seem to follow a certain progression: Disk 1, for example, contains mostly single-word matching exercises which are not presented in context. This leads to the usual problem that the correct match is not necessarily the obvious one, i.e. to match 'ausgehen' with 'nicht mehr vorrätig sein' would not have been my first choice. In the exercise 'Was gehört zusammen?' on the other hand, it could lead to interesting discussions on cultural backgrounds if learners chose to put 'Mayonnaise' instead of 'Ketchup' on their 'Pommes frites', or 'Sahne in den Kaffee', instead of 'auf die Torte' .

Further types of activities include various guessing games such as building up words, recognising the correct word category of a given word, etc. At all stages the player can use help features but this results in losing points. On Disks 2 and 3 the missing words are usually part of a context sentence: right-wrong statements; gapped sentences where the missing words are given as multiple-choice answers or the player has to infer the correct word from given clues or word definitions.

According to the publishers *Spiele mit Wörtern* is 'das ideale Übungsprogramm für den Unterricht und zu Hause.' I must admit that I have my doubts about the usefulness of word games, particularly the decontextualised ones, in the classroom. I also wonder about the motivating effect of the game element at this high level. However, those colleagues who like this kind of activity and manage to integrate the word groups into their other classroom activities will find a wealth of useful material in this program. I would also recommend it for use in open or self-access learning situations.

BRIGITTE DOLD
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Grammar! A Conference Report. King, Lid and Boaks, Peter. *CILT, 1994. 132 pp. £12.50. 1-874016-24-0.*

This 21 × 29.7 cm soft-back book, based on the CILT Lane End 'Grammar!' conference of May 1993, consists of an introduction, five sections, two appendices and a list of references. It lacks an index, but is clearly and attractively presented. Examples are given in various languages, including German, but French is used predominantly. Those who know contributors and have heard them speak are unlikely to find anything fundamentally new here, but the ideas remain helpful and interesting to the foreign language teacher. The editing, especially the 'sign-posting', is excellent, although there are a few spelling inconsistencies, e.g. p. 72, and this reviewer is prejudiced against words like 'trialling'. The exclamation mark of the title prepares the reader for a slightly defensive and self-conscious attitude towards the theme of grammar.

In Section 1, 'A rationale for grammar', Richard Johnstone advocates a cautious, balanced and sensible attitude towards the grammar content of L2 learning, whilst Brian Page urges teachers to beware of the danger of grammar distorting communicative principles.

In Section 2, 'Language acquisition and teaching strategies', we enter the classroom and see various languages at close quarters. Bernadette Holmes outlines a linguistic progression towards learner autonomy; Barry Jones offers a more pragmatic DIY approach; James Burch explores analytically but practically an abstract German exercise. Both Welsh and Chinese are used in this section to illustrate the new learner's experience.

In Section 3, 'Developing grammatical understanding', Eric Hawkins presses for a language awareness course to underpin FL learning; Patricia Mclagan suggests a methodology and sequence for the less able pupils; Christine Montlibet explores peer-group teaching; John Thorogood and Betty Hunt examine the transition from GCSE to 'A' level; Pan Maezewindt describes a contribution from IT; and Barry Jones proposes criteria for a choice of course books with good grammar input.

In Section 4 Mary Ryan offers useful guidelines to teachers of 'Grammar in the MFL National Curriculum'; and Section 5 consists of a magisterial article by Eric Hawkins on the historical perspective of grammar teaching principles in this country leading to a plea for language awareness and intensive immersion courses with stress on *explanation* of grammar in the context of the child-centred approach bolstered by cross-curricular links, especially with teachers of English.

The references proved a good bibliography on the theme, from Comenius, Jesperson and Chomsky to Krashen, Rutherford and 'Threshold Levels'. What many teachers would like to do now is to collect an anthology of Eric Hawkins' 'Explanations' of grammar points.

DONALD FIRTH
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The Oxford Paperback German Dictionary. German–English/English–German. Prowe, Gunhild and Schneider, Gill. *Oxford University Press, 1994. xiii + 555 pp. £4.99. 0-19-2800116.*

The contents of this dictionary are identical with the *Oxford German Minidictionary* (OUP, 1993), reviewed in *GT* December 1993. This new dictionary has the format of a postcard and is therefore a little thinner than its earlier version. Unfortunately, there was not enough time to put both dictionaries to the endurance test and find out which back would break first and whether the plastic cover of the *OGM* would weather rougher handling than the paperback. At the slightly higher price of £4.50, the *OPGD* is in tune with the paperback editions of its competitors and that may have been the main reason for reprinting the *OGM*. Many readers will, however, agree that the market for small dictionaries is beginning to look increasingly confusing as we are bombarded with new editions and reprints, offering a lot of 'alten Wein in neuen Schläuchen', even if the old wine is still quite palatable!

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Negotiating in German. A Dual Language Guide. Hoffmann, Ulrich and Tobin, Michael. *Langenscheidt, 1994. 135 pp. £9.50. 3-468-42611-9.*

This useful little book is aimed at 'everyone who wants to negotiate effectively in German', though one could just as well add 'or in English', since the material is presented with German and English versions on facing pages, in the manner of a parallel text. The authors – both, we are told, working for the United Nations and with extensive experience of international conferences – presuppose a fairly advanced level in either language. They describe their book as a self-study manual but it could also usefully be employed as a supplementary class text where advanced discussion and negotiating skills are being taught, perhaps, in the case of business learners, in conjunction with Langenscheidt's promised new video material entitled *Geschäftsverhandlungen.*

In six chapters the authors work their way through the stages of a meeting, from 'Opening remarks', via 'Presenting your argument' and 'Expressing views' to 'The outcome'. Each chapter is further broken down into communicative functions, such as (taking the chapter headed 'Leading to an outcome' as an example) 'summing up the argument', 'evading/delaying the issue', 'conceding' or 'resisting agreement'. Each of these communicative functions is given a double spread, German on the left, English on the right, made up of up to six or seven appropriate phrases, with examples of some of these in use, and footnotes which comment on the degree of formality, the forcefulness, etc. of the phrases.

However, this is more than just a phrasebook. The very first chapter, as well as the introduction to each of the subsequent chapters, provides perceptive comment on the language of negotiating and gives useful tips on structuring arguments and on tactics to adopt in negotiations. A 'User's Guide and a Glossary of Conference Terminology', round off the content.

This book will be of most value to business people with an advanced ability in the foreign language, be it German or English, who need to use the language in negotiations, as well as to students in Higher Education studying the language for business purposes. But there is also plenty here that is of more general relevance for other advanced students.

Of course, in the end the ability to take part in complex discussions in a foreign language can only be gained by practice, but this book will provide a valuable back-up resource for learners as they struggle to find the turn of phrase appropriate to the situation. I can certainly find material here to recommend to our undergraduates in German, from the first year through to the fourth.

MARILYN FARR
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Business German. Herde, Dieter; Rohr, Martina *Butterworth-Heinemann (Made Simple Books), 1993. 749 pp. £8.95. 0-7506-0491-3. (Audio-pack: £27.50; cassettes only: £17.95).*

This solid volume contains a wealth of valuable material on many aspects of Business German. There are 25 units covering such topics as travel, all modes of business communication, job applications, trade fairs, market research, banking, commercial legislation, company structure and industrial relations. Most units contain a dialogue and other texts on which a variety of short comprehension and grammatical exercises are based. Solutions to all these are to be found in an appendix. Relevant vocabulary and useful phrases are presented in boxes in the units and again in another appendix. There are audio cassettes to accompany the book, which contains the text of the spoken dialogues. Side A of the first cassette was available for this review; it is of good quality, with quite searching comprehension exercises on the first three units.

The solo learner would find the book hard going. It begins at roughly GCSE level but soon goes beyond this, so that it is more difficult than *Teach Yourself Business German* or *Working in German*. The emphasis is on grammatically correct written German, yet the grammatical explanations are brief rather than simple, cryptic rather than clear. The learner would need to turn to the teacher for elucidation, perhaps some lighter variations and encouragement in acquiring communicative skills.

The presentation is somewhat dull. The illustrations, mainly photo reductions of notices, advertisements, texts from brochures and other printed material, are in many instances hard to read. Some of the exercises are repetitively monotonous. The lay-out of Klett's *Business auf deutsch* or of Hodder and Stoughton's *Vertrag in der Tasche* is certainly more varied and appealing to the eye.

Sometimes the learner is asked to jump hurdles before he can run. For example, on p. 52 the translation of the sentence 'This is about the fifth time that I have had to come to Munich' is required; yet there has been no guidance up to that point as to how to formulate the subordinate clause. Occasionally the English translations of words are outlandish, such as 'delivery-wise' and 'trafficwise'.

However, this compendium of Business German would be a great asset to anyone grappling with the subject in the Sixth Form, at a College of FE or at tertiary level and to those wishing to do business in Germany.

MARSALI DENING
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The Future of German Literature. Bullivant, Keith. *Berg, 1994. vii + 206 pp. £34.95. 0-85496-978-0.*

The author, once at Warwick and now translated, Delius-like, to the 'orange groves of Florida', presents his wide-ranging thoughts on the future of German literature after the *Wende* of 1989–1990. (One does just wonder, however, why he chose Florida instead of, say, Frankfurt, since (he writes) 'the main body of English writing (i.e. after 1931) can only be described as elegant entertainment' (p. 69). No committed 'intellectuals' *this* side of the Channel!)

Many writers on post-1945 German literature are now attempting to deny (or justify) their earlier views of 'socially-committed' literature which praised the policies of a régime now seen to have had very dirty hands indeed. Bullivant (Jahrgang '41) is too young to have experienced at first hand the events of 1945–1949, the vain attempts of ex-NSDAP members to claim clean hands – 'Ich war nicht dabei'! – and he does not seem fully to appreciate the almost frightening congruity of views and opinions expressed after 1989 with those of post-1945.

The burden of this book is an attempt to show that the socially-engaged literature of the time of the students' 1968 revolts and after is a much healthier art-form for the future of the 'new' Germany than the 'wirklichkeitsferne' mandarin literature of pre-1945. Provoked by an article by Frank Schirrmacher in *FAZ*, a contribution to the lively 'deutsch-deutsche(n) Literaturstreit', sparked off by the (re-)publication of Christa Wolf's 1979 *Was bleibt* (now further fuelled by her *Auf dem Weg nach Tabou* (1944)), our author trawls through an enormous number of contemporary German prose works to prove his point that Schirrmacher and his like are demanding a sort of 'collective amnesia' (p. 184) which would deny younger German authors the opportunity to comment on Germany's social evils. All well and good . . . but there are many drawbacks to an enjoyment of this book: Firstly, it is really questionable whether *anyone* could possible read, or have read, all the works mentioned here – 22 on one page alone (p. 38), along with nearly 500 footnotes, crammed with scores of other articles and ephemeral newspaper crits. Secondly, there is hardly a mention of that branch of German literature which has had much more of an international impact than most of the prose works mentioned here, viz. the drama. How many more people will have seen the plays of Brecht, Weiss, Frisch, Dürrenmatt and Hochhuth than could ever have read the many ephemeral works cited here?

Thirdly, it must be mentioned that some of the material here will be familiar to readers of the author's works on the theme (which are regularly cited), especially in his Chapter I (*Continuity of Change . . .*) where he repeats almost *verbatim* sentences from his 1985 article (*Change and Continuity . . .*) in Sheffield's Contemporary German Studies No. 1. (pp. 39–50), there trying to disprove the Weyrauch 'Kahlschlag' theory, which many scholars still support.

Thus, in sum, the specialist reader will no doubt find the source material fascinating – the general reader, however, will, we feel, be swamped by the sheer number of works quoted, very few of which will be available to him or her, and even fewer translated.

The text is reasonably free of printing errors, but noted were: Ansgang (Ausgang) (p. 11); Goering (p. 11); im Innehof (p. 52); envir-onment (p. 56); littérature engagée (p. 69) and subt-ly (p. 192). Two corrections: SS men sang ('Denn heute *da* hört uns Deutschland', often indeed misquoted as 'gehört' (p. 121) – and Dürrenmatt died in 1990, not in 1991 – that was Frisch (p. 29).

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Leeds

Theodor Storm: Der Schimmelreiter. Boswell, Patricia (ed.). *Bristol Classical Press, 1994. 165 pp., £8.95. 1-85399-290-9.*

Storm's last 'Novelle' *Der Schimmelreiter* of 1888 seems a good candidate for a fresh annotated edition. The story is one of the few pre-20th century texts still represented regularly on A-level German syllabuses; it has an abstruseness of reference and vocabulary which means that not only English-speaking readers might benefit from some help; and the annotated editions for British students available hitherto (and still in print) are particularly ancient. So Patricia Boswell's publication – with 25-page introductory essay, bibliography, text, detailed notes, vocabulary and list of discussion topics – is apposite. It is also a careful, accurate and genuinely up-to-date edition, taking proper account of recent scholarship. In particular its text is a reprint from the new Deutscher Klassiker-Verlag edition of Storm's *Sämtliche Werke* by Laage and Lohmeier (4 vols., Frankfurt, 1986–8), now the standard edition of the author and a big step forward in Storm studies. Boswell is also able to make use of the detailed commentative material on sources and references contained in the *Sämtliche Werke* (plus some other recent German commentaries). She produces a Notes section which is detailed, well informed and judiciously interpretive without being either obscure or patronising, and a good 1500-word Vocabulary. Her Select Bibliography is current and useful – though David Jackson's significant new literary biography and a few other items should have been included, and the comments appended to individual secondary titles might have been fuller. And her Introduction responds to modern critical approaches to the text – discussing, for instance, the work's social and political dimensions, reflecting on its historicism, drawing attention to the dissonances in the narrative framework, etc. There are some aspects of the text which one might have liked to receive more attention. The Introduction's generic and literary-historical reflections (on the story's formalism as a 'Novelle'; on 'realism' versus 'Poetic Realism') seem fleeting; there might have been more thoroughgoing discussion of the conscious organising of the text as tragedy, and on Storm's own troubled notions of the possibility of guilt in a deterministic world; and the symbolism could certainly have been elaborated on. But within the constraints of such an Introduction a good deal of ground is sensibly and intelligibly covered.

The message the Introduction ends with is one of ambivalence: *Der Schimmelreiter* is a 'polysemic' text (not actually Boswell's word), its hero signifying new things to each new generation. This, one feels, is a little too easy: but the path to it – via thematic ambivalence – is interesting. Boswell's view, emerging nicely from her Introduction, is that in this work, as in practically no other, Storm signals the limitations of the rationalistic world view which he himself substantially held – that irrationality is not merely a human attribute, but is part of the very fabric of existence. What results is not facile mysticism (in either author or critic), but 'a balanced dialectic of reason and superstition', where neither attitude is conclusively relativised.

Boswell's edition is thus a successful undertaking, and one looks forward to encountering phrases like 'balanced dialectic of reason and superstition' in student essays. The volume is also pleasantly produced, with an attractive cover, apparently secure binding (in contrast to many) and lack of typographical bizarrerie or error – though the print could have been sharper. It is, however, ridiculously expensive at £9, a price which will rule out most undergraduates from actually buying it, and many others besides, and ought to prove cheering to Reclam's British importers.

MICHAEL PERRAUDIN
University of Birmingham

Grass: Katz und Maus. Thomas, Noel L. *University of Glasgow (Glasgow Introductory Guides to German Literature 10) 1992. 55 pp. £3.75. 0-85261-371-7.*

The main strength of this work as an introduction to *Katz und Maus* is Professor Thomas's discussion in his long central chapter of three main aspects. The two central characters and the cat-and-mouse motif as depicted in Grass's original cover drawing. His even-handed treatment of Mahlke and Pilenz deals convincingly with much of the text's detail and brings out well the ambiguities surrounding both figures, seen mainly from a moral and existential perspective and emphasising religious motifs. This section should certainly encourage discussion among student readers. It is perhaps disappointing, however, to find that this material is largely reproduced from Thomas's *The Narrative Works of Günter Grass: A Critical Interpretation* (Amsterdam, 1982).

Thomas also comments helpfully on the work's relationship to Grass's own life, the history of the period and the Novelle tradition. The discussion of its links with *Hundejahre*, like the comparison with Meyer's *Das Leiden eines Knaben*, suggests a quite advanced intended readership. However, all this is dealt with quite briefly, and this book does little to counter the overemphasis on character and moral issues in many Sixth Formers' and undergraduates' approach to literature. The wider cultural and historical background and the portrayal of *petit-bourgeois* society are largely ignored – no information is provided, for example, about the significance and history of the 'Ritterkreuz' – as are also such formal and artistic features as the structure of the text, its emphasis on the power of discourse and its use of the grotesque. There is little to convey the haunting power of *Katz und Maus* or to suggest why this Novelle is held in such high esteem.

After suggesting that the work was intended to have an educative function, Professor Thomas concludes by saying: 'Let us hope that Grass's encoded message does not fall on deaf ears . . .'. It is therefore also surprising that no indication is provided of the work's reception, either in 1961 or since, particularly in relation to the accusations of obscenity made against it.

It may be unfair to criticise such omissions in a work of only some fifty pages. Perhaps the fault lies in the publishers' conception of their series: an introduction which provided background information, relevant documentary material – such as a chronology and a map of Danzig – and notes on specific issues might be more suited than the presentation of ready-made interpretations to encouraging a broader, investigative approach to literary texts by those still relatively new to literary studies.

GRAHAM JACKMAN
University of Reading

Dürrenmatt: Der Besuch der alten Dame and Die Physiker. Whitton, Kenneth S. *Grant & Cutler (Critical Guides to German Texts: 15), 1994. 116 pp. £5.50. 84-599-3367-9.*

Professor Whitton's short volume is a useful addition to his larger works on Dürrenmatt. While rightly rejecting 'the belief in some academic quarters that Dürrenmatt is really a rather lightweight author, suitable for A-level and *Abitur* studies, but not for consideration by serious literary critics' (p. 12), he provides a welcome students' and teachers' guide to Dürrenmatt's masterpieces.

Identifying 'issues of public and personal guilt' (p. 12) as Dürrenmatt's central topic, he analyses the characters, actions and structures of the two plays in detail. Despite his appreciation of their origin in a distinctive Swiss view of economic recovery, Cold War and nuclear threat in the 1950s and 1960s, he plausibly attributes their lasting appeal to broader themes: in *Der Besuch der alten Dame* chiefly 'the greed and corruption in modern western society', in *Die Physiker* primarily the dilemma of the scientist whose very 'progress' may 'bring him into conflict with the society of which he must be part' (pp. 43, 77). In general terms Professor Whitton perceives 'the grotesque' as 'the art of the moralist', and 'ambiguity and paradox' as 'the essence of Dürrenmatt's drama' (pp. 27–28, 45). More specifically he interprets *Der Besuch*, with its portrayal of 'a tragic character in a comic situation', as 'Dürrenmatt's only true "tragicomedy"', and *Die Physiker*, with its contrasts of 'seeming inevitability' and 'the irrational workings of chance', as a parody of classical tragedy (pp. 65, 110). Defending Dürrenmatt against the charge of total pessimism, he argues that these indictments of an evil world – which evoke both 'satirical anger' and a 'feeling of powerlessness' – should be taken 'as warnings, not as prophecies' (pp. 16, 111).

Any further editions would profit from some amendments. For example, Ariosto wrote a poem entitled *Orlando Furioso*, rather than a 'play *Roland furieux*', and '*Chriesi* in Schwyzertütsch' means the cherry fruit, not 'the favourite Swiss drink *Kirsch*' (pp. 43, 78).

LADISLAUS LÖB
University of Sussex

German for Leisure and Tourism Studies. Pleines, Christine. *Hodder & Stoughton, 1994. x + 214 pp. Student's book £8.99. 2 cassettes £15. 0-340-59310-5.*

The late Brian Redhead, always an ardent champion of the Cheshire town of Macclesfield, would have loved *German for Leisure and Tourism*. There, on p. 47, the learner is invited to supply a suitable adjective to describe Redhead's favourite town – a task the broadcaster would have relished.

The reference to Macclesfield in a German textbook (surely the first such mention?) typifies the rationale behind *German for Leisure and Tourism*. Here, the approach is not to enable English-speakers to cope in a German, Austrian or Swiss environment, but rather to help existing or future British employees in leisure or tourism to service the needs of German-speaking visitors to the UK. There is no intention, therefore, to provide a cultural or social introduction to the countries of the target language which is a sub-function of most textbooks.

The course – created with recommendations of the Languages Lead Body in mind – is designed to assist teachers of *ab initio* German with evening, diploma or degree students in the burgeoning area of leisure and tourism. Twelve chapters cover topics such as booking a hotel room, a trip to a castle, London sight-seeing, visiting a sports centre (including coping with a bomb-scare), and eating out. The chapters are subdivided into three parts, all based on the main heading, and each with their own warm-up exercise, *Schlüsselwörter*, aural comprehension and subsequent exercise, grammar notes, brief *Info*-section outlining differences between German and English custom, a reading comprehension based on authentic material, and exercises. The two accompanying tapes, although fast, are clear, and they support the written material to the extent that the book could be used, as the author claims, for self-study.

The book, sturdy and attractive, with plenty of visual input, is complemented by four assignments (a boon to teachers perpetually seeking fresh situational tasks), a glossary, a key to exercises, teacher's notes, and a tapescript.

A weakness of the course is the involuntary emphasis on aural rather than oral skills – despite claims in the introduction for parity between the two (p. vi). Interactional rôle-play (e.g. booking tickets, rooms, meals) to explore and exploit the situations is lacking: teachers will need to turn to their own resources and ingenuity to bring out spoken skills.

Nevertheless, *German for Leisure and Tourism* is to be welcomed as an important tool in meeting the changing needs of today's students.

PAUL GUBBINS
University College Salford

Ping Pong 2. Kopp, Gabriele and Fröhlich, Konstanze. *Hueber, 1993. Dein Deutschbuch, Arbeitsbuch, Lehrerhandbuch, Cassette: 152 pp./144 pp./121 pp. DM22,80/18,50/16,-/38,-. 3-19-001505-8/011505-2/021505-7.*

Mina und Otto. Ein Lese- und Schreiblehrgang in DaF/DaZ für Kinder. Schülerbuch. Douvitsas, Jutta and Xanthos, Sigrid. *Klett (Edition Deutsch), 1993. 141 pp. DM38,-. 3-123-675030-3.*

Ping Pong 2 is a course book aimed at learners of German in the 12–16 age group who have had previous experience of the language. Like *Ping Pong 1* (reviewed in *GT No 7)* the work is organised in eight chapters, each concerning a theme of general interest: daily life; travel; fashion and opinion; Berlin, a classtrip; television; time travel; environment; feelings, dreams, desires. Emphasis is laid throughout on authentic colloquial language which is usable in everyday situations.

Although the starting point for the course is current authentic usage of language necessary for exploration of topics of general interest, grammar clearly plays an important role. Each chapter of the pupils' book contains a note of the relevant grammar in the index, clear illustration of the point tabulated in the text and a useful overview at the end.

Each chapter of the book begins with an introductory exercise to expose the pupils to the targeted language area. New structures are introduced through dialogues with ample stimulus and support for aural and oral practice as well as for learning through reading and writing.

The teacher's hand-book contains methodological advice for the use of each chapter with much imaginative use of whole-class games, answer keys to the exercises in the pupil's and work books and transcripts of those listening exercises not found in the pupil's book. The language on the cassette is clearly delivered at an appropriate pace.

The pupil's book is attractive in its layout and content if a little 'busy' visually, requiring careful guidance of the pupils on the part of the teacher. There is a wealth of accessible oral and reading material, for those with a sound pre-knowledge of the language, and any newly taught language is frequently recycled throughout the course.

The work book contains a variety of types of exercise, from simple matching to dialogue writing with minimal support. These exercises are clearly labelled to match the sections of the work book.

Although it would seem unarguable that the authors have fulfilled their aims of providing a course which, in terms of its content and presentation, offers material to stimulate its target age group, it is difficult to see how, with its emphasis on whole class teaching and lack of differentiated materials and self access, this course might be used in classes of very mixed ability – other than as a useful source of modern idiomatic German and excellent ideas for the presentation and consolidation of language.

Mina und Otto, first published by Klett in 1989, is targeted initially at non-German speaking pupils in the primary school and is the result of eight years of experience with Greek primary schoolchildren. It aims to provide a basic introduction to reading and writing in German, beginning with exercises in discriminating the sound of the language but quickly moving on to reading and writing work. All letters of the alphabet are treated as well as, in addition, important vowel blends, consonant blends and the vowels with umlaut.

Each of the first 26 sections follows a similar pattern: pupils are invited to indicate below a picture illustrating a word whether the sound in question occurs initially, medially or finally. There follow simple exercises in letter recognition in the earlier stages which develop into more complex reading tasks later: matching and sequencing syllables, words and sentences: The final 12 sections deal more with the differentiation of sounds – for example *au* from *äu*. Throughout use is made of an interesting variety of types of text: narrative, factual, dialogue, song and rhyme.

There is opportunity for differentiation in that the more demanding tasks are labelled with a double letter and the authors have deliberately avoided the use of colour in the illustrations to leave children the pleasure of colouring in and: 'dem Lehrer . . . eine einfache Differenzierungsmöglichkeit zu bieten.'

As a disposable pupil's book, these 140+ pages would, in my opinion, be of more use to a staff tutor in supporting the primary practitioner than as part of a primary pupil's resources; at this level German is not taught as a discrete element of the curriculum – use of such a book by the pupils may well support the unfortunate attitude to language learning which sees it as an end in itself.

DAVID PHIN
Annan Academy

Direkt! A revision and practice resource for National Curriculum and S-Grade German. Wightman, Mary. *John Murray, 1992. Pupils' Book, Teachers' Resource Book. 96/93 pp. £5.99/£16.50 Set of cassettes. 0-7195-5154-4/5162-5.*

The most appealing aspect of *Direkt!* is its practicality and ease of use. This is not to say that there are no other attractions. The Pupils' book and the Teachers' Resource book are simply laid out. No one should have any difficulty in navigating the materials or following the sensible advice included on how to utilise the materials to best effect.

The package is designed for use by pupils at both KS3 and KS4 and claims to be suitable for use by pupils in other countries preparing for communicative exams. It is essentially a package designed to be a revision back-up or alternative to more substantial courses and as such is very successful.

The Teachers' Resource book contains the now obligatory matrices for record-keeping and a most helpful double page guide linking Units from the Pupil book to NC Levels of Attainment. There is a further single A4 page which provides a cross reference of *Direkt!* tasks and the NC areas of experience. Simple symbols represent the four ATs and also aid speedy recognition of materials. There are 39 pages of photocopiable worksheets and stimulus sheets. The lay-out is a little dull in comparison with other more expensive packages but is uncluttered and easy on the eye. Pupils should be able to adapt very quickly to the format of the pages. The nature of the spiral binding makes the copying of materials less of a burden for teachers and is also welcome.

The Pupils' book contains 10 units arranged by topic, with each unit offering practice in the four ATs. Material is authentic and a further very welcome feature is the inclusion of items from Austria and those parts of Switzerland which are German-speaking.

Both Teachers' Resource Book and Pupils' book are slim volumes, easy to transport and offer good value for money. The cassettes are well-recorded with little background hiss and should not cause any difficulties when used with even fairly modest equipment. The level of difficulty seems to be appropriate to the tasks as outlined in the NC matrices. A neat and well-structured general purpose resource.

DAVID FOLEY
Harrogate Grammar School

fremde Spache Deutsch. Banusch, Margit, *et al. Verlag Harald Schubert, 1993. 242 pp. Kursbuch (Teil 1) DM19,80; Arbeitsbuch DM8,90. 3-929526-03-4/04-2.*

fremde Sprache Deutsch (Teil 1) ist ein einsprachiges Lehrwerk für Anfänger, bestehend aus Kursbuch, Arbeitsbuch und Hörkassette. Es richtet sich an in Deutschland studierende Jugendliche. Typische Alltagssituationen sollen die Lernenden mit relevantem Vokabular auf ein Studium in Deutschland vorbereiten. Dies ist leider nur teilweise der Fall, da für Studenten irrelevante Wörter ('Bär', 'Löwe', 'Robbe', 'Nashorn', usw.) eingeführt werden. Man bekommt das Gefühl, daß viele Übungen, Zeichnungen ('Zauberelefant') und Texte auf jüngere Lerner ausgerichtet sind. Ein Beispiel aus Lektion 4 (S.221): '[. . .] Auf einmal ist der Grammatikelefant im Traum zu mir gekommen. Er war ganz bunt. Seine Beine waren rot und seine Augen grün. Er ist auf meine Hand gesprungen und hat zu mir gesagt: 'Ich kann zaubern, und ich kann deine Wünsche erfüllen.'

Im Vorkurs (40 Seiten) werden deutsche Phonetik und Aussprache ausführlich geübt, was für Lernende aus nicht indogermanischen Sprachfamilien eine gute Vorbereitung auf richtige Aussprache ist. Dies wird in den meisten anderen Lehrwerken vernachlässigt. Die sich wiederholenden Übungen zu der im Deutschen typischen Wortbildung sind hilfreich und vermitteln schon früh eine Eigenart der deutschen Sprache.

Ich vermisse in den vier Lektionen des Kursbuches jedoch Situationen, die für Studenten typisch sind. Beim Thema 'Essen und Trinken' (Lektion 3) wäre zum Beispiel eine Situation in der Mensa, die neben Wortschatz und Grammatik auch landeskundlichwichtige Informationen für Studenten vermittelt, ansprechender als eine Situation in irgendeiner Gaststätte.

In jeder Lektion werden die 4 Sprachfertigkeiten geübt, aber das Material ist nicht authentisch und dadurch wirkt das Lehrwerk ein wenig trocken. Zum Beispiel Hätte man zum Thema 'Messe' in Lektion 4 authentisches Textmaterial nehmen müssen. Außerdem wären Verweise zwischen Kursbuch und Arbeitsbuch für Lehrer und Lerner hilfreich.

Am Ende jeder Lektion werden alle neuen Wörter noch einmal aufgelistet. Der einzige Zweck ist eine Angabe zu welcher Sprachfertigkeit. (Hören, Lesen, Sprechen oder Schreiben) das Wort eingeführt wurde. Der Sinn und Lerneffekt dieser viele Seiten füllenden Auflistung bleibt dem Benutzer jedoch unklar.

Mein Eindruck deckt sich nicht ganz mit der Aussage der Autoren, daß sich dieses Lehrwerk speziell an die Zielgruppe Studenten richtet. Der Leser bekommt sehr stark den Eindruck, daß vom Aufbau und Layout her in diesem Fall für Kinder konzipiertes Material nur leicht abgewandelt und mit neuem Titelblatt versehen wurde. Um den Lerner auf das Zertifikat *Deutsch als Fremdsprache* vorzubereiten, braucht dieses Lehrwerk im Einsatz weiteres authentisches Zusatzmaterial.

GCSE German: Your Speaking Test Guide. Levick, Val; Radford, Glenise; McKeane, Alasdair. *Malvern Language Guides, 1993. 44 pp. £2. 1-898219-052. Only available by post from: PO Box 76. Malvern, WR14 2YP.*

When preparing candidates for the Speaking Test, one is torn between giving too much to be learnt in advance and too little. Clearly the candidate must rehearse as many role plays as possible in the prescribed topics and all the likely questions in a conversation need to be understood.

This book aims to prepare the candidate by listing likely questions and answers, with emphasis on lists. This is where I think the problem lies. How many of us can sit and learn a list of anything from cold? In the role play section, for instance, 'At the Filling Station' runs: 30 Liter Super/Bleifrei, bitte. Volltanken, bitte. Könnten Sie das Öl/das Wasser/die Batterie/die Reifen überprüfen. Könnten Sie bitte rückwärts fahren? Könnten Sie den Motor abschalten? Nehmen Sie Kreditkarten? Verkaufen Sie Landkarten/Getränke? Da drüben an der Kasse/neben den Toiletten', etc. There are now enough past papers available for teachers to collect together under topic headings all the role plays set so far from their particular examination board, to give a wide variety of settings for practice. These give the opportunity to learn phrases in a context. Role plays tend to be extremely repetitive, and practice from past papers would seem to be far more constructive than simply listing items that may (or may not) turn up. It is particularly difficult to envisage, for example, the role play in which 'Die Ziegel sind durch den Wind heruntergefallen', 'Der Hund/die Katze ist überfahren worden', 'Hilfe! Es brennt neben dem Lift' might be useful, at any rate in the examination board which I use.

Similarly, lists of question and answers for Basic Conversation look very stilted on the page. Hast du Tiere gern? – Ja, ich mag Tiere. Hast du Haustiere? – Ich habe eine Katze/einen Hund/ein Kaninchen. Magst du lieber Hunde oder Katzen? – Ich mag lieber Katzen/Hunde. The personal element such as, 'Deutsch ist mein Lieblingsfach – mein Lehrer ist sehr lustig . . .' cannot easily be provided to suit all candidates, but the candidate needs to be warned that it is a conversation, not an interrogation, and he must have something more up his sleeve than the listed answers.

In the suggested Higher Conversations, the problem of the personal element is even more pronounced. The NEAB at any rate is looking for personal opinions at this level and although 'ich höre lieber . . ., aber ich mag auch . . .' appears, it is the exception rather than the rule. 'Wenn, weil, obgleich' do not feature at all, and the ubiquitous lists (of furniture in the bedroom, school uniform, rooms in the school) make for very dull conversation. The section at the end, giving phrases which might be useful for narrative in some examinations is more imaginative, and might well be used for practice for the Writing Tests as well.

The best conversations at GCSE sound spontaneous. As an initial preparation, these lists of questions and answers would be useful for reference if a candidate has no other source, but they can be only a beginning and a warning needs to be given that much more is needed if the high pitched recitation of regurgitated material is to be avoided.

Teach Yourself German Verbs. Robertson, Sylvia and Coggle, Paul. *Hodder & Stoughton, 1994. 266 pp. £4.99. 0-340-59817-4.6.*

This is another book of listed material, but it does claim to be just that – a reference book to support the learner, from the beginner to the relatively advanced student.

There is a clear introductory guide to the use of the book, followed by an explanation of what verbs are and how they work. For the student working alone, I think the common use of the Present Tense with a future meaning might have been emphasised under the heading Future as well as Present. And the explanation of the Conditional could be confusing, because it is oversimplified: 'müßte' appears without clarification along with 'würde + infinitive' forms and 'ich würde geholt haben' is described as the relevant form of the present tense of 'werden' with the past participle and infinitive of the auxiliary verb. The explanation of the subjunctive is very brief. Generally, the introduction would be useful for an advanced learner wanting to revise a specific point. A beginner needs a clearer explanation of, for instance, how to form the Imperfect Subjunctive of strong verbs, including the use of the umlaut, and the endings required. If a paradigm is the only guide to a verb's behaviour, then printing errors such as 'ihr holteT' instead of 'ihr holTET' should be meticulously avoided. Additionally, an indication of the common meaning of some of the prefixes, e.g. zer-, um-, ent- would be useful to a beginner.

The main body of the book contains 201 of the most frequently used German verbs, giving their main tenses, colloquial phrases and key words based on the verb. At the end, a glossary of 3000 verbs gives their meanings and a reference to a verb whose pattern they follow. There are a few idiosyncrasies here: 'kriegen' is listed as intransitive; the main meaning of 'klagen' is given as 'to mourn'; and 'das ist gewagt' might have been added to the idioms of 'wagen'. Stem words from 'ziehen' might reasonably have been expected to include 'Zug'. However, the list is up-to-date with 'faxen' and avoids such nonsensicals as 'ich werde vergewaltigt werden', which appear in other books of this sort.

This is a useful reference book, but perhaps not too helpful if you really are teaching yourself!

SHEILA MASON
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Publications received

Listed below, pending review where appropriate, are all publications received since the last issue of the journal (excluding those already reviewed in the current issue) which are of potential relevance to the teaching of German and German Studies.

Alle einsteigen! 2. Saunders, Keith; Simpson, Mike; Ernst, Karin. *Hodder & Stoughton, 1994.*

Astro, du und ich. Auf dem Bauernhof. Anic, Visnja. *Verlag für Deutsch.*

Auf Deutsch! 2. McNab, Rosi and O'Brien, Alan. *Heinemann, 1994 Evaluation pack.*

Aurelia. Augustin, Viktor *et al. Langenscheidt, 1994. Grundbuch, Arbeitsbuch, 2 cassettes.*

Brennpunkt. Sandry, Claire and Somerville, Judy. *Nelson, 1994. Students' book, teacher's resource book, 3 cassettes.*

Collins Klett German English, English German Dictionary. Küper, Gudrun, *et al. HarperCollins/Klett, 1993. 2nd edition. 2 vols.*

Deutsch mit Peter und Petra. Alle Affen und Giraffen. Kinderlieder zum Deutschunterricht. *Verlag für Deutsch, 1994.*

Duden, Reden gut und richtig halten! Dudenredaktion (Hrg.) mit Siegfried A. Huth und Frank Hatje *Dudenverlag, 1994.*

Duden, Das große Wörterbuch der deutschen Sprache in acht Bänden. Vols IV-V. Drosdowski, Günther, *et al. Dudenverlag, 1994.*

Einstufungstests für Anfänger- und Fortgeschrittenenkurse. Deutsch als Fremdsprache. Jung, Lothar (Hrg.) *Verlag für Deutsch, 1994. Book and cassette.*

Fachsprache Deutsch. Rechtswissenschaft. Lese- und Arbeitsbuch. Jung, Lothar. *Max Hueber Verlag, 1994.*

Freut mich! German for Business. Hartley, Paul. *Pitman Publishing Textbook, key to exercises, 2 cassettes.*

German for Business Studies. Parker, Susan and Burke, Claire. *Pitman Publishing, 1994. Textbook, lecturer's guide, 2 cassettes.*

Interessantes, Kurioses, Wissenswertes. Ein landeskundliches Lese- und Übungsbuch. Richter, Gabriele & Manfred. *Verlag für Deutsch, 1994.*

Johann Peter Hebel. The Treasure Chest. Hibberd, John (introduction and translation). *Libris, 1994*

Kaleidoskop Wirtschaft. Texte aus der Tages- und Fachpresse. Jung, Lothar (Hrg.) *Verlag für Deutsch, 1994.*

Mittelstufe Deutsch. Glossary German–English. Glossar Deutsch-Englisch. *Verlag für Deutsch, 1994.*

Pons Deutsche Idiomatik. Die deutschen Redewendungen im Kontext. Schemann, Hans. *Ernst Klett Verlag, 1993.*

Presseclub ARD 1: Gewalt, Haß, Ausländerfeindlichkeit. *Verlag für Deutsch, 1993. Video.*

Presseclub ARD 3: Ökokatastrophen – unbezahlbarer Preis für Wohlstand. *Verlag für Deutsch, 1994. Video.*

Solo Level 2. Buckby, Michael; Thorne, Sydney, *et al. Collins Educational, 1993. Evaluation pack.*

Streetwise German. Speaking and Understanding Colloquial German. Graves, Paul G. *Passport Books, 1994.*

Talking Business German. Yeomans, Andy and Ulrike; Lupson, Peter; Embleton, Doug; Eggington, Elspeth. *Stanley Thornes, 1992. Textbook, teacher's resource book cassettes.*

Teach Yourself Business German. Castley, Andrew and Wagener, Debbie. *Hodder & Stoughton, 1993.*

The German Greens. Challenging the Consensus. Scharf, Thomas. *Berg, 1994.*

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News and notes

Deutschland

Preiswertgetränk – Bier darf auch weiterhin das billigste Getränk in Gaststätten und Diskotheken bleiben. In das Gaststättengesetz wird keine Verpflichtung aufgenommen, mindestens ein alkoholfreies Getränk genauso billig wie das billigste alkoholhaltige anzubieten. Das entschied der Bundestag am 23. Juni mit der Mehrheit von CDU/CSU und F.D.P. (*Das Parlament*, 1./8.07.1994).

Hopefully visitors to Germany have noticed (remembering the cultural tips that teachers give their pupils – namely that in Germany everything connected with the post, including phones, is painted yellow) that **Deutsche Telekom** (no longer part of the Bundespost) has chosen for its new colours white and magenta. See new phone boxes and new editions of directories (additionally with title pages drawn by children).

Aus dem **Wörterbuch der Staatssicherheit** (hgg. Berliner Gauck-Behörde, Selbstverlag, Berlin, 536 S., DM20,-), worin über 900 Termini der politisch-operativen Arbeit bestimmt werden, wie es im Geheimdienstjargon der Stasi hieß, ein paar Beispiele: *Abschöpfung* (von Informanten), *Gesellschaftsgefährlichkeit*, *Haß* (mit einer völlig neuen positiven Bedeutung), *Inoffizieller Mitarbeiter* (mit 53 Unterdefinitionen), *Pflichtverletzung, Rowdytum, Treue, Zersetzung* (des politischen Gegners), *Zwangsmaßnahme; Doppelzüngler* (= Opportunisten), *Schweigefunker* (= feindlicher Agent), *Differenzierungshund* (Er ist in der Lage, Personen während einer Fahndung am Geruch wiederzuerkennen: Die Geruchsdifferenzierung führen ausgebildete Hundeführer (*Differenzierungshundeführer*) mit abgerichteten Hunden (*Differenzierungshunde*) durch.) – So der Rezensent (im *Parlament*, 15.07.94).

Doch die Stasi war alles andere als ein begrifflicher Papiertiger. Folgt man dem gebündelten Irrsinn der Termini und Sprachregelungen, dann läßt sich ein ganz eigentümlicher Sprachstil beobachten. Das Volk wird in der Stasi-Perspektive zur Masse, die der Führung bedarf. Das Individuum verschwindet in diesem Blickwinkel. An den einzelnen Menschen war die Staatssicherheit nie wirklich interessiert. In keinem der knapp 1000 Stichwörter wird nach den Motiven von Menschen gefragt. Für den Sicherheitsapparat waren sie lediglich feindlich-negative Kräfte – vom imperialistischen Westen beeinflußt und gesteuert. Sie blieben immer Objekt staatlicher Beobachtung.

Foto (im *Parlament*, 12./19.08.1994) von der Tür zum Vorhof zum Deutschen Bundestag, woran steht: **wo bleibb da hummooooa wo bleibb da hummmoooooa** . . . Wo bleibt der Humor? fragt der Lyriker Ernst Jandl verjandlt.

356.970 km² Deutschland – wie genutzt. Nutzungsflächenverteilung insgesamt:

Landwirtschaftsfläche	54, 7%
Waldfläche	29, 2%
Siedlungs- und Verkehrsflächen	11,3%
Wasserfläche	2,2%
Sonstige Nutzung	2,1%
Abbauland	0, 5%

Größter Nutzungsanteil der Bodenfläche des jeweiligen Bundeslandes (Stadt-Staaten unberücksichtigt):

Landwirtschaftliche Fläche	Schleswig-Holstein 73,5%
Waldfläche	Rheinland-Pfalz 40,5%
Siedlungs- und Verkehrsflächen	Nordrhein-Westfalen 19,6%
Wasserfläche	Mecklenburg-Vorpommern 5,5%
Abbauland	Sachsen 2,0%

(Statistisches Bundesamt)

Heimat/home? – *Heimat* is not for English speakers an easily translatable term. Here is part of a definition in *PZ/Wir in Europa* (Mai 1994, S. 3): Auch Heimat ist nicht mehr, was es einmal war: Meiner Heimat Haus steht nicht mehr im schönsten Wiesengrunde. Heimat ist mehr als Idylle, sie ist nicht von der Stange käuflich zu erwerben – allen Filmen, Romanen und Liedern zum Trotz. Heimat hat etwas zu tun mit Geborgenheit. Es ist die Suche nach Nestwärme in einer funktionskalten Welt. Wir nehmen uns Heimat, wo immer wir sie finden können – in der Clique, in der Familie, auf der Straße und in der Nachbarschaft, im Viertel, im Ort. Heimat ist da, wo wir nicht mehr wegwollen. Das gilt auch für die Fremden: Aus der Geldverdienheimat ist für viele mehr geworden. Auch sie wollen nicht mehr weg, weil sie ihre zweite Heimat besser verstehen als ihre Ursprungsheimat, weil sich viele hier inzwischen besser verstanden fühlen als dort. So gesehen hat Heimat keine Flagge. Eine Nation zeigt Flagge. Soldaten leisten den Fahneneid. Die Nachkriegszeit hat uns zwei Vaterländer auf deutschem Boden beschert. Seit dem 3. Oktober 1990 gewöhnen wir uns an das wieder vereinte Vaterland und begreifen, daß es Arbeit macht, 40 Jahre Trennung vergessen zu lassen. – And then the article introduces the magazine's theme *Heimat Europa*. (The whole magazine deserves to be read by British sixthformers!)

Noch mehr zum Thema Heimat: ***Heimat Sprache – Sprachheimat***. *Wie würden Sie airbag übersetzen? Mit* Windbeutel? *Und leggins? Etwa mit* Stützstrumpfhosen? *Und cool? Mit heiß? – Den vielen englischen Brocken in der Sprache haben die Franzosen den Kampf angesagt. Vorstellbar in Deutschland? Da wären die Sprachschöpfer gefragt. Wer kann airbag am besten übersetzen? Übeflüssig, werden viele sagen, man versteht's auch so. Die Jugendlichen allerdings sind schon einen Schritt weiter. Englisch ist* out – *Deutsch bringt's voll: Statt* cool *heißt es* fett, *statt* super *hört man:* do legst di nieder oder – *sächsisch* – Ei gugge do. *Sag es treffender!* (ebenda., S. 35).

Kaufkraftveränderung 1993 gegenüber 1991:

Saarland	– 7,5%
Bremen	– 7,0%
Nordrhein-Westf.	– 5,5%
Niedersachsen	– 4,6%
Schlesw.-Holstein	– 4,3%
Baden-Württemb.	– 3,7%
Bayern	– 2,3%
Rheindl.-Pfalz	– 2,0%
Hessen	-1,2%
Hamburg	- 0,9%
Berlin	+ 5,2%
Mecklenb.-Vorpommern	+22,3%
Sachsen-Anhalt	+ 24,9%
Sachsen	+ 24,9%
Brandenburg	+ 28,4%
Thüringen	+ 28,4%

(Im *Parlament* vom 11.03.1994)

Schulabgänger in Deutschland: Von je 100 Schulabgängern in Westdeutschland hatten diesen Abschluß:

	1960	1975	1991	**
Abitur	9	15	27	53
Mittlere Reife	16	28	35	36
Hauptschule (einschl. ohne Abschluß)	75	57	38	11

**Diesen Schulabschluß wünschten sich Eltern für ihr Kind (1991).

(Im *Parlament*, 18./25.02. 1994)

Deutsche Welle tv/radio: If you have not requested your own copies of the programme booklets (in English/German) or if they arrive late, then the programme details are available via CompuServe in the 'Foreign Language Forum' in the 'German/Germanic Section'. Questions can also be directed to Deutsche Welle via the ID No. 100144, 2133.

Observations from the Neue Bundesländer: What does the traveller observe? Miles of newly re-made road. (By spring 1994 over 5000 km had been re-made since 1990.) Yet *Straßenschäden* is surely the most common road sign! Thousands of new road signs: the manufacturers (East or West?) must have had a field day. (Very few DDR signs left.) Many village roads in the villages of the eastern Harz look as if they have not been touched since the 30's, but not so in Thuringia. Motorways and main roads in the vicinity of large towns apart, miles of quiet country roads.

More statistics: In 1993 there were fewer marriages (2.4% less than 1992 – alte

Bundesländer –3%, neue Bundesländer +2.5%), fewer births (–1.3%; NBL –8.2%, ABL – 0.5%), more deaths (+1.1%; NBL –1.3%, ABL +1.7%), more divorces (NBL +15%, ABL – 2%). In 1993 96,000 more people died than were born. (Statistisches Bundesamt).

Bonn, provisional capital of the Federal Republic since 1949, will lose that role by around 2000 but will become the centre of CAESAR, Centre for Advanced European Studies and Research backed by the universities of Bonn, Cologne and Aachen, the federal and Land governments. It is described as a deliberate attempt to compensate Bonn for its loss of status. Part of the complex will be a Centre for the Study of European Integration (CEI) and a Centre for the Study of Development (CD). (German Embassy).

Schulreform: By 1997 all Länder must make up their minds: Should it take 13 years to reach Abitur, as in the West, or 12 years, as in the eastern Länder? In spite of the year's difference, however, in both East and West a Gymnasium gives 12,400 compulsory periods. If a year is to go, where does it come from? – cut Klassen 5 to 10 to 5 years? drop Klasse 11 in the Oberstufe? Cut six months before the Abitur? Reformists say there should be 12 years and all Länder should be in step.

Honours: Neal Ascherson (*Independent on Sunday*) and Bernhard Heinrich (UK correspondent of the *Frankfurter Allgemeine*) won the Anglo-German Foundation's 1994 journalism prizes for their coverage of affairs in each other's country. Professor Stephen Frowen, the noted economist, who taught in Thames Poly, then at the universities of Surrey, Frankfurt and Berlin (FU) was awarded the Order of Merit of the FRG and Professor Dorothy Wedderburn, a senior research fellow at Imperial College, London, and Professor Martin Swales, Professor of German at University College, London, the Officer's Cross of the Order of Merit of the FRG. They are both involved in the Deutsche Akademische Austauschdienst. The DAAD has helped fund a new Institute for German Studies at Birmingham University. Former Bundespräsident Dr Richard von Weizsäcker has received an honorary Doctorate of Law in Cambridge.

Österreich

Rechtschreibreform: Kuß wird zum Kuss. Der Kuß muß sein scharfes ß hergeben und erhält stattdessen ein doppeltes s. Die gleiche Regelung gilt für den Fluß oder den Schluß. Wer allerdings glaubt, daß das scharfe ß im Rahmen der Rechtschreibreform, die im Herbst in Wien in die Endrunde geht, ausgedient hat, wird enttäuscht. Nach einem langen Selbstlaut, etwa beim Fuß, bleibt das scharfe ß erhalten, so Fritz Rosenberger, der die internationale Rechtschreib-Reformarbeit im Unterrichtsministerium koordiniert. Genauso werden sich auch in Zukunft Legionen von Schulkindern weiter fragen müssen, ob es das oder daß heißt. – Was Klein- und Großschreibung betrifft: Erwartet wird die modifizierte Großschreibung, die den Österreicher der heiklen Frage entheben soll, ob man im großen und ganzen klein oder groß schreibt. Ebenso will man mit unerklärlichen Orthographiephänomenen wie er geht pleite, aber er macht Pleite, oder mit Bezug auf aber in bezug auf Schluß machen. Der Trend gehe in Richtung vermehrte Großschreibung, sagt Rosenberger. Aber auch Fremdwortschreibung und Zeichensetzung sollen einfacher werden. (Aus dem *Standard*, 13.07.1994).

Austropop: Hubert von Goisern geigt in New York auf – Neue Volksmusik aus Österreich erlangt internationalen Ruf: Nach Konzerten in Paris (Eurofolies-Festival), Austin/Texas (South by Southwest-Festival) gaben Hubert von Goisern und seine Original Alpinkatzen – die Anarchisten der volkmusikalischen Szene Österreichs (Hubert) – ein von der Presse begeistert aufgenommenes Konzert im New Yorker Club The Cooler. Hubert resümierend: Wia a Traum! (Bundespressedienst, Wien) .

In den ersten beiden Monaten des Jahres 1994 nahmen die **Bierexporte** verglichen mit dem gleichen Vorjahreszeitraum um 150% zu. Ein großer Anteil der Ausfuhren

ging dabei nach Rußland. Auch im Inland zeichnet sich ein merklicher Zuwachs beim Verbrauch ab, heißt es nach jüngsten Angaben des österreichischen Brauereiverbandes. Im Vorjahr war es bei Bier zu einem Absatzminus von 1% gekommen. (Bundespressedienst, Wien).

Luc Bondys Inszenierung von Peter Handkes wortlosem Stück **Die Stunde da wir nichts voneinander wußten** wurde bei der Premiere an der Berliner Schaubühne am 3. Februar d.J. umjubelt. Unter den begeisterten Zuschauern war auch der deutsche Bundespräsident Richard von Weizsäcker. Das karge Bühnenbild entwarf Gilles Aillaud. 33 Schauspieler bevölkern die Bühne, als Gruppe, einzeln. Keine Worte, nur Geräusche sind zu hören: Stöhnen, Lachen, Weinen, Pfeifen, Möwenkreischen, Vogelgezwitscher, Wind, Regen, Musik, Herzschläge. Die kleinen Geschichten lassen sich mühelos verfolgen. Sie bringen zum Lachen und Erschrecken. Die Berührungen zwischen diesen Menschen – meist unfreiwillig oder gewaltsam. (Bundespressedienst, Wien)

Bundespräsident Dr. Thomas Klestil und Nationalratspräsident Dr. Heinz Fischer würdigten anläßlich der 50. Wiederkehr des 20. Juli 1944 die Verdienste der Kämpfer gegen den Nationalsozialismus, die nach dem Scheitern ihrer Aktionen hingerichtet wurden. Klestil betonte, die Widerstandskämpfer hätten durch ihr Beispiel der Nachwelt deutlich gemacht, daß Österreicher in jener dunklen Zeit nicht nur schuldig geworden sind, sondern daß es unter ihnen auch Helden des Widerstandes und so viele Opfer der Gewalt gegeben hat. Heute sei die Demokratie in Österreich längst unbestritten, der Einsatz für Menschen- und Minderheitenrechte und gegen Rassismus und Intoleranz brauche keinen Mut mehr, wohl aber persönliches Engagement und den ständigen Kampf gegen Gleichgültigkeit und Desinteresse. Fischer sprach vom heroischen Opfermut jener Menschen, die im Kampf gegen Hitler ihr Leben eingesetzt und gelassen haben. Für Österreich sei das Gedanken an den Widerstand gegen den Nationalsozialismus aber zugleich auch Vergegenwärtigung eines Vorganges, den man als Geburt der österreichischen Nation bezeichnen könnte. (Bundespressedienst, Wien)

Schweiz

(Information supplied by Hans Seelig from his holiday hideaway in Switzerland)

At the end of July the Bundesamt für Statistik predicted that by early August the **population** of Switzerland will have passed the seven million mark. The population has risen consistently since 1950 (4,715,000). According to present trends it is likely in the next few decades to reach 7.8 million, but it is unlikely to reach 8 million in the foreseeable future. About 19% of the present population are foreigners.

A number of **referenda** have taken place in which the Swiss almost entirely rejected the recommendations of the Bundesrat (cabinet of seven members). In February a small but decisive majority (52%) approved the Alpen-Initiative originally launched by the Canton of Uri 'for the protection of the Alpine regions'. This required the transfer of goods from heavy goods vehicles in transit to the railways within 10 years. The Canton of Uri feared that the increasing traffic would considerably damage the environment. At the same time the annual tax disc for motorways was increased from SFr 30 to SFr 40 per year which will come into force in January 1995.

In June three proposals were rejected: firstly the participation of the Swiss in UN blue beret operations; secondly the introduction into the constitution of an article for the promotion of culture and the arts; and finally a proposal to make it easier for young foreigners to acquire Swiss citizenship was also thrown out. All this indicates a regrettable, but partly understandable isolationist trend in the Swiss population – a kind of 'stop the world, I want to get off' mentality.

Switzerland produces as many as **200 kinds of bread**. A competition by the Schweizerische Bäcker-Konditormeister-Verband, however, revealed that the Swiss do not in fact favour any particular kind. It is the variety itself that they value most.

In spite of the usual polite diplomatic statements that **relationships with EC**

countries remain cordial and that everyone must respect the wishes of the Swiss people whenever they reject any closer commitment to the EC, an increasing amount of irritation and frustration is becoming apparent. Europe feels a need to protect itself against the vicissitudes of the Swiss electorate in only picking out the plums in any agreement. There are plans to offer packages only; if one part is rejected then the whole package becomes null and void – a kind of 'Vogel friss oder stirb' policy as one commentator stated.

Probably the major event for young people this year was **Contrast 94**, a massive gathering of boy and girl scouts, an event that occurs once every 14 years and lasts a fortnight. On this occasion a record number of over 22,600 (13,000 boys, 9,000 girls) were dispersed over a large area in Central Switzerland (the Napfgebiet between Affoltern and Sempach). There were 11 sub-camps and 71 scout villages with imaginative titles such as 'D'Welt isch chli', 'Gestern-heute', 'Sinfonia d'aventura' or 'Time Rider'. There were about 700 representatives from abroad, even as far as Japan. The weather was superbly hot which somewhat stretched the 32 kilometre water supply especially installed for the occasion. The budget ran to 5½ million Swiss francs and the shopping list included 49,000 litres milk, 95,000 kilos bread, 110,000 sausages, 4 tons of Pouletgeschnetzeltes and 26 tons each of potatoes and fruit. A special local radio network was instituted, a daily newspaper *Le nouveau Papillon* printed and distributed and an extensive PR exercise was launched. The event straddled the annual Swiss national holiday, August 1st (this year for the first time a full bank holiday throughout the country), and that morning this year's Federal President, Otto Stich, paid the camps a personal visit. He was clearly most impressed and referred enthusiastically to the event in the national day address. Apart from the usual scouting activities, the event was devoted to the appreciation of different cultures and attitudes, exchanges of views and service for and within a community as part of a larger community.

In der Schweiz gelesen:

Es geht nichts über die Werbung – darum erhalten die ankommenden Reisenden den folgenden Prospekt: „Herzlich willkommen in unserer schönen Stadt! Der Verkehrsverein steht Ihnen zu Diensten und erteilt Ihnen jede Auskunft. Wenn Sie den Verkehrsverein nicht finden können, so verschaffen Sie sich einen Stadtplan; er ist im Verkehrsverein erhältlich".

Warum sagt man eigentlich immer: „Er war das Kind armer, aber ehrlicher Leute" und nie „Er war das Kind reicher, aber ehrlicher Leute"?

Ein guter Witz kann einem die ganz schlechte Laune verderben.

Miscellaneous

Tim Thomas of Leominster wrote to extend the list of **German words used in English** (see *GT*, June 1994, p. 63): Wanderlust, Götterdämmerung, Kaffeeklatsch, Schnorkel, Diesel, Zeitgeist, Ersatz, Weltschmerz, Realpolitik, Angst, Poltergeist, Abseil, Edelweiß, Mangelwurzel, Rinderpest, Glockenspiel, Dachshund, Spritzer, Dirndl, Luftwaffe, U-Boot, Fest, Pilsner, Volkswagen, Liebfraumilch. Some words looking German are in fact Yiddish in origin – e.g. schmuck, schmaltz.

For further details of the BBC's new business language course (German Means Business) contact Flora Hamilton (BBC for BUSINESS) on 081 576 2232. The course consists of video, audio cassettes etc. and is set in Düsseldorf, Dresden, Black Forest and Frankfurt with an emphasis on business situations.

Hans Werner Lohneis

Hans Lohneis, a regular contributor to this journal, died in early August at the age of 54 while waiting for a heart bypass operation.

He will be sadly missed by colleagues and students at Thames Valley University, and by many past students from the MA Contemporary German Studies course which he directed for twenty years.

Hans Lohneis was an outstanding teacher and will be remembered for three qualities. Firstly, his inspiring lectures, combining brilliant clarity and organisation of material with perceptive insights into the development of both German states after 1945. Secondly, his ability to encourage students to persevere with part-time study despite all the pressures which this involves. Thirdly his energy and willingness to undertake numerous additional activities such as organising regular courses in Germany for undergraduates and postgraduates from his own and other institutions.

ALAN JONES

Notes for contributors

Contributions The Editorial Committee welcomes previously unpublished articles which will further the cause of the learning and teaching of German.

Contributions are expected to fall into one of these categories:

a) Articles of about 3000 words.
b) Brief (up to 1000 words) items of information, notes on innovative practice, discussion points (including those arising from previous articles).
c) Reviews usually of about 300 to 400 words (longer reviews or articles may be accepted).

The guidelines below are intended to help contributors:

Presentation

Articles should be submitted either typewritten or on computer disk (plus hard copy)

a) Typewritten: Type with double spacing. Typewriters or word processors should be set at 44 characters (the equivalent of the line length), as this will help the Editor plan the arrangement of the journal. Please send two copies of the article and keep one for yourself. One copy of the article should be 'clean' (with no corrections) to enable the printer to scan it. If there are any changes or corrections these should be made on the second copy.
b) Disk: Send 3½" or 5¼" disks (NB not Amstrad Cf2 disks) in double, single or high density formats. Most word processing packages are acceptable but if you have any query contact the ALL office. Also send in one hard copy of the article with the disk, and keep one for yourself.

Give your article one short title (not a title and a subtitle), and divide it up with brief subheadings.

Give full references for all sources quoted. Journal policy is to put these at the end of the article and not at the bottom of the page.

Illustrations

Photographs are particularly welcome, as are charts, diagrams and tables where relevant. Please send these at the same time as your typescript.

Timing

In order to be considered for including in the following issue, articles should normally be sent in by 1st February and 1st August. Where topicality is of the essence, shorter deadlines are possible by negotiation with the Editor.

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GERMAN TEACHING

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DECEMBER 1994 No 10

ASSOCIATION for
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GERMAN TEACHING

The German Journal of the Association for Language Learning

Parteienstaat in der Krise?

A project-based approach to differentiation

Teaching Brecht's *Arturo Ui*

JUNE 1995
No 11

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German Teaching is published twice a year, in June and December. It is supplied to ALL members who choose it as one of their two specialist language journals in addition to *Language Learning Journal* and *Language World*, and is available on subscription to libraries and individuals.

Other journals published by the Association for Language Learning
Language Learning Journal, Francophonie, Vida Hispánica, Tuttitalia, Rusistika, Dutch Crossing, (published by the Centre for Low Countries Studies), Language World Quarterly Newsletter

Reviews: *German Teaching* aims to list and review a maximum number of new publications in the fields of language, linguistics and culture/society of the German-speaking countries.
Publications should be sent to the Reviews Editor

Advertising: Enquiries should be addressed to the Advertising Manager at the address below

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Official address: Association for Language Learning, 150 Railway Terrace, Rugby
CV21 3HN.
Tel: 01788 546443. Fax: 01788 544149

GERMAN TEACHING

ISSN 0953-4822 **June 1995** **No. 11**

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Published by
Association for
Language Learning

Printed by
Stephen Austin
& Sons Ltd

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Association for
Language Learning

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Parteienstaat in der Krise?

Dietmar Wozniak University of Birmingham

Das Superwahljahr 1994

Am Ende eines Jahres entscheidet die Gesellschaft für deutsche Sprache traditionsgemäß über das „Wort des Jahres". Für 1994 war es die Vokabel „Superwahljahr". Insgesamt gab es 1994 neunzehn Wahlen. Dieses Superwahljahr war deshalb so wichtig, weil es uns wertvolle Erkenntnisse über den Werdegang des deutschen Parteiensystems und der deutschen Demokratie gegeben hat.

Krisenstimmung in Deutschland

Wieder einmal herrscht in Deutschland Krisenstimmung. Die derzeitige Krise umfaßt nicht nur die Rezession, von der viele Ende 1994 glaubten, daß sie schon überwunden sei, sondern sie ist vor allem eine Krise der gesamten deutschen Gesellschaft, die durch die Vereinigung offenbart wurde. Diese Krise fand leider auch ihren Ausdruck im Aufkommen neonazistischer Gruppen und in der Zunahme von rassistisch motivierten Gewalttaten. Da die Parteien eine herausragende Rolle im politischen System Deutschlands spielen, wird ihnen von vielen Kritikern[1] die Hauptschuld an der Misere gegeben.

Die Rolle der Parteien in Deutschland

Die deutschen Parteien dominieren und prägen das politische und gesellschaftliche System erheblich. Das Grundgesetz, die geschriebene Verfassung der Bundesrepublik Deutschland, definiert die Aufgabe der politischen Parteien wie folgt: „Die politischen Parteien wirken bei der politischen Willensbildung des Volkes mit . . . "(GG Artikel 21). Es gibt zusätzlich noch ein ausführliches Parteiengesetz, das die Organisation und die Aufgaben von Parteien genauer regelt. Nur in Deutschland nehmen die Parteien eine so wichtige Position in der Verfassung und Gesetzgebung ein. Warum? Die Gründe hierfür sind in der besonderen Geschichte Deutschlands zu sehen. Viele Menschen glaubten nach dem zweiten Weltkrieg, daß die politischen Parteien die Hauptursache für das Scheitern der Weimarer Republik und für den folgenden Aufstieg des Nationalsozialismus waren. Man versuchte daher, die Parteien möglichst in das politische System einzubinden, ihren Status zu legalisieren und zu legitimieren. Man wollte ihnen auch klare Aufgaben und Rollen für den Erhalt der Demokratie geben, damit der Aufstieg einer radikalen und undemokratischen Partei nicht mehr möglich werde.

Die politische Praxis sieht heute ganz anders aus. Tatsächlich dominieren die Parteien nicht nur sämtliche politischen Entscheidungsprozesse, sondern sie beeinflussen entscheidend alle Bereiche der Gesellschaft und des öffentlichen Lebens. Sie monopolisieren die politische Meinungsbildung und entscheiden auch über wichtige Posten in der öffentlichen Verwaltung, im Rundfunk und in vielen anderen Organisationen. Überall gibt es Parteienpatronage. Daher ist es kein Wunder, daß viele Menschen ihre Karriere der Zugehörigkeit von politischen Parteien oder zumindest der Freundschaft zu Parteipolitikern verdanken.

Da es für die heutige Situation in Deutschland wichtiger erscheint, die Entwicklung des westdeutschen Parteiensystems zu kennen, wird hier nicht auf die parteipolitischen Entwicklungen in der DDR von 1949 bis 1990 eingegangen. Die Vereinigung der beiden deutschen Staaten war ja eher eine Übernahme des Ostens durch den Westen und nicht die Vereinigung zweier gleichberechtigter Partner. Diese Tatsache wird gerade durch das Parteiensystem bewiesen, denn mit nur wenigen Ausnahmen wurde den Menschen in der ehemaligen DDR das Parteiensystem der Bundesrepublik aufgezwungen, das diese 1990 bereitwillig akzeptierten und 1994 durch die Wahl der PDS teilweise zurückwiesen.

Die Entwicklung der Parteien und des Parteiensystems

Im Gegensatz zu Großbritannien konnte sich das bundesdeutsche Parteiensystem nicht erst langsam und kontinuierlich ohne Brüche entwickeln. Die Neu- und Wiedergründungen der Parteien nach dem zweiten Weltkrieg standen unter dem Eindruck der Erfahrungen mit der Weimarer Republik und dem Dritten Reich. Gab es im ersten Bundestag von 1949 noch zehn Parteien, so bewegte sich das Parteiensystem schnell weg von einem Vielparteiensystem zu einem Dreiparteiensystem. Von 1961 bis 1983 waren nur drei Parteien, die CDU/CSU (hier als eine Partei behandelt), die FDP und die SPD im Bundestag vertreten. Alle drei Parteien erhielten von 1961 bis einschließlich 1987 über 90% der Wählerstimmen.

Die Konzentration des Parteiensystems auf nur wenige Parteien war in Europa eine ungewöhnliche Erscheinung. Die deutsche Entwicklung kann unter anderem auf die erfolgreiche Entstehung des Typus der Volkspartei zurückgeführt werden. Nach der Theorie der Volkspartei, die Kirchheimer[2] in den 60er Jahren entwickelte, versteht man darunter eine Partei, die ihre Mitglieder und ihre Wählerschaft aus allen Bevölkerungs- bzw. Gesellschaftsschichten rekrutiert ('catch-all party'). Die Volkspartei vertritt also nicht die spezifischen Interessen einer bestimmten Gruppe, sondern sie erhebt den Anspruch, die gesamte Gesellschaft zu repräsentieren. Diesem Idealtypus versuchte zunächst die CDU nahezukommen. Ihr gelang es vor allem, die Mittelschichten, die in der Weimarer Republik sehr zersplittert waren, überkonfessionell einzubinden. Nach einigen Niederlagen ging auch die SPD den Weg von der „Weltanschauungspartei" zur entideologisierten Volkspartei, um neue Wählerschichten für sich zu gewinnen. Diese Entwicklung, führte zu einer Konzentration der Stimmen auf die beiden Volksparteien, die erst seit den 80er Jahren ständig abnimmt. CDU und SPD sind durchaus weit vom Idealtypus einer 'catch-all party' entfernt, denn sie waren niemals völlig entideologisiert. Sie verfügen nach wie vor noch über programmatische Schwerpunkte und haben verschiedene soziale Basen bei den Wählern und Mitgliedern. Das Wahlverhalten wurde in Deutschland durch zwei klassische Konfliktlinien bestimmt: die Zugehörigkeit zu einer gesellschaftlichen Klasse und die konfessionelle Konfliktlinie (heute: praktizierende Christen, besonders Katholiken). Jedoch ist der Einfluß dieser Konfliktlinien dramatisch zurückgegangen, und die Wähler sind nun viel bereiter, andere Parteien zu wählen. Die dritte sogenannte etablierte Partei ist die FDP. Aufgrund des Wahlsystems der Bundesrepublik Deutschland konnte sie mit Hilfe von Leihstimmen bestehen. Jeder Wähler hat bei der Bundestagswahl zwei Stimmen: eine für den Kandidaten des Wahlkreises und eine, viel wichtigere, für die Liste einer Partei. Der FDP gelang es immer, genügend Wähler davon zu überzeugen, ihr die Zweitstimme zu geben. Sie verstand und versteht sich nach wie vor als ausgleichendes Korrektiv zwischen den beiden „extremen" Volksparteien und als Moderator der Regierungspolitik. Das Konzept der FDP hat funktioniert. Bis auf zwei kurze Perioden hat sie seit 1949 fast ununterbrochen als Juniorpartner mitregiert. Wählerverschiebungen vollzogen sich in der Bundesrepublik nur sehr langsam und vorhersehbar. Erst im Jahre 1983 gelang es einer neuen Partei, die Grünen, in den Bundestag gewählt zu werden. Diese Partei war ursprünglich eine Anti-Partei mit radikaldemokratischen Zielvorstellungen. Sie bildete sich aus der Friedensbewegung, Bürgerinitiativen und natürlich zahlreichen Umweltgruppierungen. Die Grünen haben sich seit

1983 sehr verändert. Von der Position der reinen Protestpartei sind sie abgerückt, und sie sind Regierungspartner mit der SPD in zahlreichen Bundesländern. Es gibt mittlerweile sogar schon lokale Koalitionen mit der CDU. Die sogenannten „Realisten" beherrschen die heutige Partei, und man kann kaum noch Verhaltensunterschiede zu anderen Parteien erkennen. Die meisten der „Fundamentalisten", die eine radikale Demokratisierung der Politik und eine noch radikalere Ökologiepolitik wollten, haben die Partei inzwischen desillusioniert verlassen.

Zusammenfassend läßt sich sagen, daß die Bundesrepublik Deutschland bis 1990 ein sehr stabiles Parteiensystem hatte, das sich nur langsam von einem Drei- zu einem Vierparteiensystem entwickelte, und das keinen Raum für kleine oder radikale Parteien ließ.

Die Parteienkrise

Die Parteienverdrossenheit und der Integrationsverlust der „etablierten" Parteien haben sich seit der Vereinigung von 1990 dramatisch zugespitzt. Wie die relativen Erfolge der rechtsradikalen Republikaner und anderer kleiner Parteien beweisen, hat die traditionelle Bindung zu den Parteien so stark abgenommen, daß die Wähler immer öfters bereit sind, auch extreme Parteien zu wählen, um damit ihren Protest gegen die derzeitigen Verhältnisse auszudrücken. Außerdem nimmt die „Partei der Nichtwähler" erheblich zu. Unter dem Eindruck dieser Parteienverdrossenheit war es der damalige Bundespräsident, Richard von Weizsäcker, der im Frühjahr 1992 die Debatte über die Parteien begann. In einem Interview mit zwei Journalisten[3] von der Wochenzeitung „Die Zeit" kritisierte er die politischen Parteien scharf und forderte sie auf, über ihre Rolle nachzudenken. Er behauptete unter anderem, daß die Parteien zu einem Teil des Staates geworden seien und nicht mehr die Funktion als Mittler zwischen dem Volk und der Regierung ausfüllten, sondern nur noch eigene Interessen verträten. Die Parteien hätten zu Unrecht Einfluß auf alle Bereiche des öffentlichen Lebens. Die Debatte wird seitdem sehr heftig in allen Kreisen geführt.[4]

Die Ursachen für die Parteienkrise sind natürlich sehr vielschichtig. Ein objektiver Blick auf die tatsächliche Situation in Deutschland läßt den Schluß zu, daß es sich vielmehr um eine Krise der Glaubwürdigkeit der Politiker handelt, die den Wählern zwar viele Versprechungen gemacht haben, diese aber nicht halten konnten. Schlimmer noch, die Politiker wußten, daß sie sie nicht erfüllen konnten. Das beste Beispiel hierfür war Bundeskanzler Kohls Versprechen im Jahre 1990, daß die ehemalige DDR in kürzester Zeit so wohlhabend sein werde wie Westdeutschland. Er sprach sogar von einem zweiten Wirtschaftswunder. Hinzu kam auch noch ein Versprechen, daß dieses zweite Wirtschaftswunder ohne Steuererhöhungen und ohne Opfer im Westen erzielt werden könne. In den letzten Jahren kamen zahlreiche Skandale von Politikern aller Parteien ans Tageslicht, die meistens ein Element der persönlichen Bereicherung hatten. Wenn Politiker in solche Skandale verwickelt werden, sind sie nicht mehr bereit, die Konsequenzen zu ziehen und zurückzutreten. Sie geben den Eindruck ab, daß sie nur den Machterhalt wollen und nicht das Allgemeinwohl. Außerdem werden keine großen Politikentwürfe oder Visionen entwickelt. Weil Politiker nur noch in der Zeitspanne von einer Wahlperiode denken, sind sie nicht mehr an langfristigen Zukunftsplänen interessiert. Dies kann auch mit dem Vorwurf illustriert werden, daß Politiker besondere Themen und Anliegen parteipolitisch instrumentalisieren, d.h. es werden Themen künstlich in die Debatte gebracht, von denen Parteipolitiker glauben, daß ihre Partei Punkte gegenüber anderen Parteien macht. An der Lösung des Problems sind die jeweiligen Politiker nicht interessiert, so lange die eigene Partei wahltaktische Vorteile hat. Das beste Beispiel hierfür ist die Asyldebatte, die die Regierung immer wieder neu belebte, um Punkte gegenüber der SPD zu erzielen. Dieses eigennützige Verhalten zusammen mit der großen Anzahl von ungelösten Problemen, wie die Folgen der Vereinigung, die strukturelle

Wirtschaftskrise oder die neue Rolle Deutschlands in der Welt, gefährden nicht nur den sozialen Frieden, sondern führen auch zur Politikverdrossenheit vieler Wähler, die das Geschehen in Bonn nur noch zynisch betrachten können.

Die beiden Volksparteien sind besonders stark von der Wählerabwanderung betroffen. Da sie die Interessen aller Bevölkerungsschichten vertreten wollen, kommen sie nicht mehr zu eindeutigen und klaren Programmen. Der SPD Politiker Peter Glotz hat die Volksparteien mit einem Tanker verglichen, den man nur sehr langsam steuern kann. Eine generelle Entwicklung in den westlichen Demokratien ist die konsequente Individualisierung der Gesellschaft, die auch in Deutschland stattgefunden hat. Da viele Menschen gelernt haben, nur noch an den Eigennutz zu denken, fühlen sie sich von den Volksparteien nicht genügend repräsentiert. Die zunehmende Individualisierung macht es den Massenparteien besonders schwer, alle spezifischen Interessen zu integrieren. Daher ist die Abnahme ihrer Popularität ein natürlicher Prozeß. Diese Situation ermöglicht es neuen Parteien mit besonderen Themen, sich zumindest kurzfristig zu etablieren.[5] Ein interessantes Beispiel ist die Neugründung der Statt-Partei. Sie ist eine reine Protestpartei ohne klares Programm, und wurde nach wenigen Wochen ihrer Gründung überraschenderweise in das Hamburger Parlament gewählt. Die Wähler und Mitglieder dieser Partei kommen zumeist aus den gehobenen Mittelschichten mit gutem Bildungsabschluß und sind desillusioniert mit den bestehenden Parteien. In den 70er und 80er Jahren hätte die Mehrzahl von ihnen die Grünen gewählt. Altruistisches Wahlverhalten kommt in den 90er Jahren kaum mehr vor. Auf diese Weise haben die Wähler teilweise selbst Schuld an der Parteienverdrossenheit.

Ausblick

Das Parteiensystem Deutschlands steht vor einer Zäsur. Die Stabilität der alten Bundesrepublik scheint zunächst vorbei zu sein. Es ist wahrscheinlich, daß der langsame Erosionsprozeß noch eine Weile anhalten wird, besonders in regionalen und lokalen Wahlen. Das Aufkommen neuer Parteien könnte eine zeitlang für instabile und unsichere Wahlergebnisse sorgen. Es ist durchaus möglich, daß sich im Bundestag ein Fünf- oder Sechsparteiensystem etablieren wird. Eine Rückkehr zum Drei- oder Vierparteiensystem ist aber auch nicht auszuschließen. Erst die nächsten und übernächsten Bundestagswahlen werden uns darüber Aufschluß geben, ob sich eine spezifisch ostdeutsche Parteienlandschaft entwickeln wird. Die Wahlerfolge der SED Nachfolgeorganisation PDS lassen zumindest die Möglichkeit zu, daß sich spezifisch ostdeutsche Parteien etablieren könnten. Die mangelnde Integration von Ostdeutschen in die westdeutschen Parteien gibt vielen Ostdeutschen das Gefühl, Bürger zweiter Klasse zu sein. Diese Entwicklung könnte sich negativ auf die Stabilität des Parteiensystems auswirken.

Die Lücke zwischen der politischen Führung und dem Volk, und die Unfähigkeit der etablierten Parteien, kohärente Politikentwürfe zu formulieren gibt sogenannten 'single-issue' Parteien kurzfristig eine Chance. Die absolute Dominanz der beiden Volksparteien wird sicherlich für lange Zeit vorbei sein. Man sollte allerdings nicht vergessen, daß Bonn/Berlin nicht Weimar ist, denn am System der pluralistischen Parteiendemokratie wird Deutschland festhalten. Die parteipolitischen Schwierigkeiten, die Deutschland hat, zeigen nur, daß es auf dem Wege ist, im europäischen Sinne normal zu werden.

Kurzanalyse der Bundestagswahl von 1994

Die zweite gesamtdeutsche Wahl hat die Debatte über den Parteienstaat zwar nicht beendet, aber einige interessante Ergebnisse gebracht.

Bundestagswahl vom 16. 10. 94 in %
(Ergebnis von 1990 in Klammern)

	CDU/CSU	SPD	FDP	Grüne	PDS
West	42,2 (43,8)	37,6 (35,7)	7,7 (14,8)	7,8 (4,8)	0,9 (0,3)
Ost	38,5 (41,8)	31,9 (24,3)	4,0 (12,9)	5,7 (6,0)	17,7 (11,1)
Ges.	**41,5** (43,8)	**36,4** (33,5)	**6,9** (11,0)	**7,3** (5,0)	**4,4** (2,4)

Zusammen mit den Landtagswahlen von 1994 kann man feststellen, daß die Zersplitterung des Parteiensystems vorläufig gestoppt wurde. In Westdeutschland gab es eine Rückkehr zum Vierparteiensystem mit CDU, SPD, Grünen und FDP. Allerdings wird in den meisten Bundesländern (Ost und West) Politik demnächst ohne die Liberalen gemacht. In Ostdeutschland hat sich ein Dreiparteiensystem mit CDU, SPD und PDS entwickelt. Es gibt also bedeutende Unterschiede zwischen dem Parteiensystem im Osten und im Westen.

Einige alte Weisheiten über Bundestagswahlen haben sich auch in der neuen Bundesrepublik bestätigt:

- Wählerwanderungen vollziehen sich nur sehr langsam. Kohls Sieg gab der Regierungskoalition nur noch einen Vorsprung von 0,3% oder ungefähr 150000 Stimmen.[6]
- Wahlen wechseln keine Regierung. Regierungen werden durch Koalitionswechsel von Parteien gestürzt.
- Man kann Deutschland nur mit Koalitionen regieren.
- Die beiden Volksparteien gewinnen und verlieren ihre Wahlen bei den Wechselwählern in der Mitte.
- Eine Regierung, die wirtschaftliche Erfolge vorweisen kann, wird vom Wähler bestätigt.

Die Politikverdrossenheit hat nicht weiter zugenommen. Die Wahlbeteiligung war mit 79,1% leicht höher als 1990 (77.8%). Die Erosion der beiden Volksparteien wurde gestoppt, und besonders die SPD konnte sich stabilisieren. Interessant ist hierbei, daß beide Parteien, sowohl die CDU als auch die SPD, in Westdeutschland bei ihren traditionellen Stammwählern (praktizierende Katholiken bzw. gewerkschaftlich organisierte Arbeiter) so gute Ergebnisse erzielt haben wie in den 70er Jahren. Trotz dieser Resultate werden sich die Volksparteien in Zukunft mehr um die Wechselwähler in der Mitte bemühen müssen, da die absolute Zahl dieser traditionellen Wähler weiterhin abnimmt.

Die Liberalen haben im Superwahljahr besondere Probleme gehabt. Sie haben in keiner Landtagswahl Sitze gewonnen und sind zur „Dame ohne Unterleib" geworden, also einer Partei, die keine Wurzeln mehr in der Provinz hat. Immerhin hätten 60% der FDP-Wähler lieber die CDU gewählt, gaben aber der FDP die Zweitstimme, um eine Regierung Kohl zu ermöglichen. Die FDP könnte ihre Funktion als Moderator der Regierungspolitik verlieren, denn sie hat im Moment keine charismatischen Politiker und kein interessantes Parteiprogramm. Es gibt schon Versuche einiger weniger Parteimitglieder, die Partei rechts von der CDU anzusiedeln.

Die Grünen haben sich endgültig in Westdeutschland etabliert. Sie haben zwar ihr Ziel der Teilnahme an der Regierung nicht erreicht, können jedoch recht optimistisch sein. Über 50% ihrer Wähler sind jünger als 35 Jahre alt. Schwierigkeiten wird die Partei im Osten haben, da dort der Sinn für postmaterielle Werte noch nicht vorhanden ist. Die ostdeutschen Grünen sind nach der Bundestagswahl kaum noch in Bonn repräsentiert. Die „Wessis" haben die Partei übernommen.

Die PDS ist der große Überraschungssieger. Sie konnte sich als ostdeutsche Regionalpartei etablieren. In den neuen Bundesländern hat sich noch keine Stammwählerschaft herausgebildet, und die Fluktuationen zwischen den Parteien werden auch in den nächsten Jahren noch groß sein. Die Wähler der PDS sind einerseits die objektiven Verlierer der Einheit (z.B. die Arbeitslosen) und andererseits die subjektiven Verlierer, die sich trotz guter Stellung und hohem Verdienst als Verlierer fühlen (z.B. ehemalige Funktionäre und Privilegierte in der DDR).[7] Die Mehrzahl der PDS Wähler sieht die DDR positiv und lehnt das politische System der Bundesrepublik ab. Solange die PDS durch ihre Politik der Opposition Protestwähler und „(N)ostalgiker" integrieren kann, wird sie wohl existieren können. Natürlich wird es Probleme geben, wenn der Wohlstand in den neuen Bundesländern weiterhin zunimmt, und wenn die PDS einmal praktische Regierungspolitik machen muß. Die Chancen, daß die PDS eine gesamtdeutsche linke Alternative zur SPD wird, sind gering.

Die Republikaner sind mit 1,9% der Stimmen die großen Verlierer. Dadurch daß die Asylfrage im Jahre 1994 nicht mehr aktuell war, hatte die Partei kein prominentes Thema mehr. Außerdem hatte sich die Führungsspitze stark zerstritten. Wenn auch die Gefahr einer rechtsradikalen Partei in Deutschland vorerst gebannt ist, so gibt es für die Zukunft immer noch ein ausreichendes Potential.

Wie wird Helmut Kohl weiterregieren? Obwohl die Mehrheit mit 10 Sitzen sehr knapp ist, hat die Regierung in den ersten Monaten nach der Wahl, keine großen Schwächen gezeigt. Sollte es innerhalb der Koalition zu Spannungen kommen, wird Kohl die SPD als Partner nehmen. Dies war ohnehin das heimliche Ziel des SPD Parteiführers Rudolf Scharping. Allerdings würde eine große Koalition die Politikverdrossenheit noch weiter fördern. Indirekt regiert die SPD in Bonn schon mit, da sie eine große Mehrheit in der zweiten Kammer, dem Bundesrat, hat. Die Regierungspolitik von Helmut Kohl wird in jedem Fall unter dem Motto stehen: Weiter so, Deutschland!

Anmerkungen:

1. siehe z. B.: *„Cliquen, Klüngel und Karrieren"* Scheuch, Erwin K. und Ute, Rowohlt Verlag, 1992 und *„Demokratie ohne Volk."* Plädoyer gegen Staatsversagen, Machtmißbrauch und Politikverdrossenheit, Arnim, Hans Herbert von, München 1993.
2. siehe: 'The Transformation of Western European Party Systems.' Kirchheimer, Otto in: *Parties and Political Development*, Lapalombara, J. und Weiner, M., Princeton, New Jersey, 1966 und 'Zur Politik der Volkspartei.' Kaste, H. und Raschke, J. in: *Auf dem Weg zum Einparteienstaat*, Narr, Wolf-Dieter, (Hrsg), Opladen 1977.
3. *Richard von Weizsäcker im Gespräch mit*, Hofmann, Gunter und Perger, Werner A., Frankfurt am Main: Eichborn, 1992.
4. *Die Kontroverse:* „Weizsäckers Parteienkritik in der Diskussion", Hofmann, Gunter und Perger Werner A. (Hrsg), Frankfurt am Main: Eichborn, 1992.
5. siehe „Die Bürger-Wehr" Kleine-Brockhoff, Thomas und Kurbjuweit, Dirk in: *Die Zeit* vom 21. Januar 1994 (S.9–12).
6. die Analyse stützt sich hauptsächlich auf: „Kohls knappster Sieg. Eine Analyse der Bundestagswahl 1994" Jung, Matthias und Roth, Dieter in: *Aus Politik und Zeitgeschichte*, B51–52/94 23. Dezember 1994 (S.3–15).
7. zur Analyse der PDS-Wähler: „Die Wähler der PDS bei der Bundestagswahl von 1994. Zwischen Ideologie, Nostalgie und Protest". Falter, Jürgen W. und Klein, Markus in *Aus Politik und Zeitgeschichte*, B51–52/94 23. Dezember 1994 (S.22–34).

Weitere Literaturhinweise:

Es gibt zahreiche Bücher und Aufsätze zum Thema. Für einen wissenschaftlichen Überblick über die Parteien und das Parteiensystem sehr zu empfehlen: *Stand und Perspektiven der Parteienforschung in Deutschland*. Niedermayer, Oskar und Stöss, Richard (Hrsg), Opladen: Westdeutscher Verlag, 1993.

Für den interessierten Lehrer zur Lektüre empfohlen: *Die politischen Parteien in der Bundesrepublik Deutschland*, „Parteienstaat in der Krise". Helbig, Ludwig, Frankfurt am Main, Verlag Moritz Diesterweg, 1993.

Kleines Parteienglossar:

CDU: Christlich Demokratische Union Deutschlands: Volkspartei der rechten Mitte, die vor allem individuelle Freiheit durch Marktwirtschaft erreichen will.

CSU: Christlich Soziale Union: Bayrische Schwesterpartei der CDU.

SPD: Sozialdemokratische Partei Deutschlands: Volkspartei der linken Mitte, die sich für Interessen der Arbeitnehmer und der sozial Schwachen einsetzt.

FDP: Freie Demokratische Partei: sie sieht sich als Moderator der beiden Volksparteien, setzt sich einerseits für rigorose freie Marktwirtschaft und andererseits für Bürgerrechte ein.

B(ündnis)90/Grüne: Zusammenschluß der ostdeutschen Bürgerrechtsbewegung und der westdeutschen Grünen. Sie sehen sich als linke Alternative zur SPD und verfolgen mittlerweile auch in der Umweltpolitik eine pragmatische Politik der kleinen Schritte.

PDS: Partei des Demokratischen Sozialismus: Sie hat das Erbe der kommunistischen SED angetreten und will eine andere Demokratie, die nicht auf reine Marktwirtschaft aufgebaut ist. Ihre Anhänger sind vornehmlich die subjektiven Verlierer der Einheit.

Die Republikaner: rechtsradikale Partei, die vor allem mit Parolen auffällt, und die von der Unzufriedenheit mit den etablierten Parteien profitiert. Typische Parolen: „Deutschland den Deutschen" und „Noch ist Schlesien nicht verloren".

Statt-Partei: (statt = instead) Anti-Partei ohne Programm und Ziel, die sich erst 1993 gegründet hat. Mitglieder und Wähler wollen ihren Protest gegen bestehende Verhältnisse der Parteienpatronage ausdrücken. Die Führer dieser Partei sind heillos zerstritten.

The quest for fluency and accuracy

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Introduction

On 10 May 1984, Alan Clark flew back from a European conference. He noted in his diary that he had enjoyed the conference and attributed this in part to his ability to speak French better than his colleagues in attendance:

> It's such an advantage to speak French impeccably, and really no one on our side does. Even the officials, whose grammar and syntax are OK, speak stiltedly, with Language School Accents.[1]

The criticism he is making reflects the one generally made of his contemporaries – those who were taught a foreign language at school in the 1940s and 1950s came to know a fair amount about its grammar and syntax but proved incapable of sustaining a natural conversation with native speakers. The few who did possess the latter skill had usually acquired it through residence abroad, i.e. in spite of and not because of the teaching they received at school. At least until the 1960s, modern language teaching was dominated by the methodology of teaching the Classics and learners were regularly informed how useful their Latin would prove to be when they came to learn other languages. Yet in two important respects, Latin teaching should have been regarded as almost the worst conceivable model for modern language teaching: firstly, it emphasised the primacy of writing and the written structures of language – whereas modern languages exist primarily in spoken form. Secondly, because correct school Latin (as opposed to real Roman Latin) was based on a finite number of texts by a limited number of writers, it promoted the idea that rules could be formulated relatively easily to distinguish correct forms from incorrect ones. In turn, the assessment of such a writing-focused syllabus inevitably took accuracy as the essential criterion. Taking their cue from their Classics colleagues, modern language teachers spent much time explaining structures and included an introduction to the technical terminology required for sentence analysis. Listening and speaking skills were undervalued and undertaught, thereby depriving learners of the opportunity of getting a real 'feel' for the language.

This 'traditional' Latinate syllabus was challenged with increasing vigour from the 1960s onwards. The major challenge came from the growing emphasis placed on oral skills and the stress that the communicative content of a message was paramount. This fundamental shift occurred at the same time as the 'Chomskyan revolution' which resulted in ways of analysing language structures quite different from those provided in the Latinate model. Research into linguistics and applied linguistics was undertaken on a large scale and comprehended every aspect of language acquisition.

The stress on communicative competence along with some of the findings of the new research directly challenged the value of a systematic and ordered presentation of grammatical structures to learners. To begin with, traditional grammars are based on the written language and do not attempt to describe/prescribe what are acceptable structures in speech. For example, while we know about the basic rules of word order in written German, how do we find out what variations exist in spoken German and are acceptable? Similarly, in the spoken language, some distinctions in German endings, e.g. between *-e* and *-er* usually disappear and others, e.g. between

-*em* and *en*, become almost impossible to detect. The more colloquial the speech, the less likely it is for it to be broken up into clearly demarcated sentences and therefore the less susceptible it is to traditional grammatical analysis in which the sentence is the key unit.

Research findings also challenged the traditional grammar-based course by suggesting that learners acquired particular structures in an order which was psychologically determined but not susceptible to explicit instruction. Acquisition took place in stages and the notion that a learner had fully acquired a structure after a period of instruction was naive. Learning did not occur in linear and progressive fashion but was an organic process characterised by backsliding, leaps in competence, interaction between grammatical elements, etc. This organic rather than linear nature of language development is due in part to the fact that structures are not learned in isolation, but that they interact with each other.[2]

Thus, the traditional grammar syllabus was challenged implicitly by the change to a communicative approach and explicitly by the doubts in its efficacy raised by researchers. It was also challenged by the drive to make a language compulsory for all children between 11 and 16 – how were less able learners to cope with a theoretical course much dependent on analytical skills and the extensive use of a specialised and arcane metalanguage. Teachers responded in different ways to the changes. Some appear to have tried to carry on as if nothing had happened with sometimes, depending on the nature of a school's intake, disastrous results. Others interpreted the modern message as saying that the explicit teaching of grammar no longer mattered – language use was everything. The third and majority group found some position of compromise between the two extremes.

While the position of formal grammar teaching was being challenged in terms of both its importance and its time allocation, other aspects of language were increasingly stressed with a consequent emphasis on different forms of learner activity. The most important of these was the new focus on language as communication with primacy being given to the comprehensibility of the message. The parallel stress on the language skills of listening and speaking resulted in new weightings in syllabuses and examinations, and in learners who, in theory and increasingly in practice, began to be more proficient in coping with the spoken language.

The promotion of communicative competence necessarily demanded the extensive use of the target language in the classroom. New methods associated with it required new materials and here the need for 'authenticity' was emphasised. Although the word was sometimes interpreted too narrowly – hence the tediously repeated recordings of Helga and Dietrich buying stamps in the Postamt, ordering Bratwurst in the Imbißstube and enquiring after a double room with shower in the Hotel Krone – authenticity was and remains a desirable goal in that it promotes the forms of language which native speakers use and not the didactic constructions of English-speaking teachers and coursebook writers. There seems now to be an appreciation that a past misunderstanding of its implications too often led to the exclusion of imaginative applications of language thereby taking some of the fun out of the content.

A further outcome of the new emphasis was a different approach to error. In particular, errors were no longer seen as the manifestations of learner indolence or stupidity, but as essential concomitants to the learning process. Learner production was not to be evaluated by calculating the number and alleged gravity of errors, but by the relative success in conveying a message. The merits of positive marking were emphasised and the Professor of Linguistics/Literature was replaced as the judge of 'correctness' by the ordinary 'sympathetic native speaker'.

The present debate

The main thrust of the changes so far described seems to me to have been unequivocally beneficial: to teach learners to communicate in a language is surely a more desirable objective than to teach them how to analyse its structures. Nevertheless, a fear has increasingly been expressed of late that knowledge of structures without ability to communicate has been replaced by an ability to communicate without knowledge of structures, accuracy without fluency by fluency without accuracy. Thus we find Richard Sheppard protesting that

> one types oneself as a 'reactionary', not to say a 'fascist', if one believes that a grasp of formal English grammar can actually help people acquire foreign languages more rapidly, more securely and to a more sophisticated level.[3]

and Kenneth Whitton writes that

> large numbers of former GCSE pupils who have gained their A's are going on to take (but often ill-advisedly) Advanced Level courses in German, only to arrive at university with much enthusiasm (and ability) to speak the language, but with little, or ill-founded, knowledge of German grammar . . . [4]

In similar vein, Brian Page maintains that

> The move to a more communicative approach to foreign language learning has never tackled the problem of how to get the grammar right as well.[5]

The gist of these views seems to be that the changes in methodology of the last decades have been flawed and that the proper response should be a 'back to basics' teaching of grammar.

In the absence of detailed positive proposals, such a response raises the spectrum of a return to the arid, and often counterproductive, grammar grind of the past. Surely, if we wish to reincorporate grammar into our language teaching, then we must have regard both to the useful theoretical thinking and to the beneficial curricular developments of the last decades. In the light of these, we must define terms carefully. It is, for example, essential that we do not use the word 'grammar' without indicating what we mean by the word. In particular, we need to distinguish between the 'mental grammar' which enables us to produce language spontaneously and the 'pedagogical grammar' which an academic produces in an attempt to describe its regularities and irregularities. For the foreign language learner, acquisition of the first is ultimately the only thing that counts. Some knowledge of the second may or may not be of help in the acquisition. We need to remember that 'pedagogic grammars' describe written forms of language and are necessarily incomplete. Halliday points out that

> there can be no such thing as a 'complete' account of the grammar of a language, because a language is inexhaustible. Although there can only be a finite body of text, written or spoken, in any language, the language itself – the system that lies behind the text – is of indefinite extent, so that however many distinctions we introduced into our account, up to whatever degree of fineness or 'delicacy', we would always be able to recognise some more.[6]

Faced with this definition, Sheppard's injunction that students should 'go away, sit down and learn it' comes across as a trifle simplistic. Similarly, the statement that 'nowadays pupils can speak the language but have little knowledge of its grammar' (a paraphrase of Whitton) is, if we take the first definition of grammar, a contradiction in terms – it is impossible to speak correctly without a knowledge of grammar. If we take the second definition, we will, of course, accept it as generally correct, but add . . . so what? Neither Sheppard, Whitton, Page nor any native speaker 'knows' all German grammar in that sense. When they try to formulate grammatical rules spontaneously, even the most brilliant scholars can simply get it wrong.[7]

Grammar and communication

I am not for a moment suggesting that there is neither a place nor a need for a formal programme of grammar teaching, merely that the content and mode of delivery of such a programme needs careful thought. We cannot assume that learning rules from descriptive grammars will lead to their assimilation into personal psychological grammars. If there is a route from the conscious rote learning of structures to their complex and intuitive use in 'real' situations, then it has to be mapped out. Key questions about the optimum context for rule acquisition and the way in which the four language skills might relate to each other in this process needs confronting. These questions require an answer in the light of the evidence that there are few fundamental differences between L1 and L2 acquisition in terms of the psychological processes involved – though, of course, there are usually very real differences in the world experience and the motivation of learners. It follows that central to the language learning process must remain 'exposure, exposure and more exposure', that only through the constant engagement of receptive skills can learners begin to get a feel for a language, to sense nuances of meaning, to produce spontaneously. It follows that any formal grammar teaching must not be a substitute for exposure but must help learners to perceive patterns in language and the relationship between meaning and form; it must promote acquisition, not obstruct it.

In this context, it seems unfortunate that Language Awareness courses were not encouraged more actively. Certainly, some of the early ideas were not particularly helpful, especially when they involved teachers giving examples from languages of which they and their pupils had no knowledge or when they were not an integral part of the study of a particular language. However, discussion about the sorts of ways in which key concepts like futurity, pastness, plurality and possession are conveyed through the mother tongue and then, comparatively, through the foreign language would seem a practical way to introduce learners to the essential grammatical devices through which meaning and form are linked. Also, almost from the start, learners could be presented with all the key paradigms on no more that four sides of A4. For German, these might consist of one side for regular tense endings of verbs plus the key tenses of sein and haben plus modals, one side for the most common irregular verbs, one side for definite and indefinite articles, nouns and plurals, and adjective endings, and one side for everything else. The aim would not be to require learners to learn the four sides 'Sheppard-style', but to make them aware of the most common forms and endings and to provide them with an easy reference. Retention can also be supported by meaningful drills which focus on particular language forms – but the forms should not prescribe contexts, but arise from them. Seeking to bulldoze learners into correct usage a structure at a time is less likely to be successful than a constant nudging which initially focuses on the most common features of the language. Central to all teaching strategies must be the aim to bring learners to an understanding and use of the foreign language in real contexts.

The agenda for the future must build on the very real advances of the last thirty years while, of course, having regard to the critics. In particular, it should consist of inquiries in three areas. Firstly, we need to consider how we can expose learners more extensively to the foreign language within the limited time available. Secondly, we need to experiment with various forms of formal grammar teaching to see which approaches least compromise exposure to the target language and which most help accuracy. Finally, greater account needs to be taken of the needs of learners. My own proposal would be to remove writing from the assessment of foreign languages during the first and compulsory stage of language learning, but then concentrate on the other three skills in *two contrasting* languages, e.g. German and French. In my view, such a programme would provide a much firmer base for those who wished to go on to further study at post-GCSE level and a much more appropriate content for the learning of those ending language study at 16. Whatever the solution adopted, fluency and accuracy must not be played off against each other, for, except in some writing tasks, not to be fluent is as 'inaccurate' as not to be 'syntactically correct'. Indeed fluency should contribute to greater syntactical accuracy. If it is not doing so, we should be asking ourselves why it is not.

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1. Clark, Alan, *Diaries*, Phoenix, 1994, p. 79.
2. Nunan, David, *Language Teaching Methodology*, Prentice Hall, 1991, p. 148.

3. Sheppard, Richard, *Getting down to brass syntax*, in *German Teaching*, December 1993, no. 8, p. 9.
4. Whitton, Kenneth, *Deutsch in Großbritannien*, in *German Teaching*, December 1994, No.10, p. 27.
5. See article entitled *Ich spreche Deutsch, but I can't write it*, in *The Sunday Times*, 15 January 1995.
6. Halliday, M.A.K., *An Introduction to Functional Grammar*, Edward Arnold, 1990, p. xiii.
7. As an undergraduate, I remember one of my teachers, brilliant scholar and German native speaker, reproaching me for translating 'here and there' by *hier und da*. He told me that the correct alternatives were *hie und da* and *hier und dort*. I subsequently found *hier und da* in many of the works of celebrated German writers. In language use, the instinctive utterances of the Taugenichts may prove more correct than the carefully justified formulations of the academic! Teachers of German might care to try out the following on their colleagues (including native speakers) by asking them whether A or B in the pairs of alternatives is correct – and why – and on what basis they justify their claim of correctness:

i A. Im letzten Jahr ist sie sehr gealtert
  B. Im letzten Jahr hat sie sehr gealtert
ii A. Am Montag, dem 22. Dezember
  B. Am Montag, den 22. Dezember
iii A. Am Anfang jedes Jahres
  B. Am Anfang jeden Jahres
iv A. zu Weihnachten
  B. an Weihnachten
v A. Ballettruppe
  B. Balletttruppe
vi A. Stillegen
  B. Stilllegen

The problems which native speakers have over these and similar items give rise to publications such as the *Duden Richtiges und gutes Deutsch*. All the above examples are to be found in Luik, Gabriele, 2 vols., *Stolpersteine*, 2 vols., Geiger (Wiesbaden), 1991–2. The author proposes that in 1, A is common, B correct but rare; in 2, that both are possible; in 3, that A is correct, B is wrong; in 4, that both are correct, but that A is favoured in North Germany, B in South; in 5, that A is wrong and B correct; and in 6 that A is correct and B wrong.

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Binational problem-solving

Gary Chambers University of Leeds

Secondary schools in crisis! Teachers unable to cope with discipline problems! Breakdown of the social fabric! Schools in unacceptable state of disrepair! Schools fail to prepare pupils for the world of work! Call for accountability! Call for competition! Close failing schools!

You may have read headlines rather like these before. You may be excused for thinking they represent a selection taken from the pages of the British press in the last five years. They are in fact a crude synopsis of the themes of two articles I read whilst working in Schleswig-Holstein in September 94: 'Fit für die Zukunft' in *Der Spiegel* 35, 29.8.1994, pp. 40–54; 'Am Leben vorbeigelernt' in *Focus* 37, 12.9.1994, pp. 214–222.

I found it all rather difficult to accept. The German education system has for some time been presented to us by the British Government, the media *et al.*, as a model of excellence, worthy of replication, not least in the areas of vocational education and A-level. Here I was in Germany reading two publications in which the model of excellence was being torn to shreds. I had read it, heard it, experienced it all before, but in the British context. The problems were much the same. The proposed solutions were those which are currently being implemented in our schools. Had it not been so serious, I would have felt mildly amused.

What are the problems?

The changing society

German society is changing rapidly. Crime, violence and general disaffection amongst school-age, young people is a malaise, if not of epidemic proportions, then most certainly on the increase. Some critics attribute this to re-unification, with the rise of the Right and problems associated with increased numbers of foreigners and asylum-seekers in Germany. Others put greater stress on changing circumstances in the home. The traditional family unit of Mutter, Vater und Kinder is no longer the norm. More than 50% of German children are Einzelkinder. More than two million German children come from one-parent families. 'Standards' are not what they once were. Whatever the cause, schools and teachers seem generally ill equipped to cope, and such inability to cope exacerbates the problems:

> 'Gewalt, Kriminalität, Sucht, Krankheit, Dummheit und Versagen werden durch die jetzige Schule und ihre Lehrer geradezu gefördert. Die Schule stellt sich kaum oder gar nicht auf die gesellschaftlichen Veränderungen ein.' (*Der Spiegel* 41)

Never mind the quality! Cut the budget!

'Die Schule, einst hochgelobte Institution des deutschen Bildungssystems, wird kaputtgespart.'(47)

Schools are feeling the effects of reduced resources on a number of levels. Not only is the fabric of schools deteriorating rapidly – rotten window frames, electric sockets hanging dangerously out of walls, etc. – the quality of the teaching delivered in the schools is also on the slide. Budget cuts mean fewer teachers, longer working hours, bigger classes, no new text books or equipment, fewer experiments in science classes and the exploitation of trainee teachers. It is being proposed in some Länder that pupils should be required to pay for their books. That is one way of doing it! Educate only those who can pay for it! The Philologenverband suggests that money could be saved by raising standards so that a smaller percentage of pupils stay on to take the Abitur. So much for the 'entitlement' concept.

If in doubt, blame the teachers!

Teachers are a particular target for criticism. They are out of touch and unable to cope with demands of the changing society in which they and their pupils live and work. School is now a more violent place, the cultural mix is much greater than it once was, the pastoral role of the teacher has increased and become more challenging. The need for an imaginative, differentiated, more autonomous teaching approach is obvious. Teachers' methods, however, are the same today as they were 100 years ago, it is claimed:

> 'Sie unterrichten frontal im 45-Minuten-Korsett, lehren vor allem abstrakt an der Tafel und disziplinieren durch Noten und Einträge ins Klassenbuch.' (43)

What is the consequence of the changing role of the teacher and this alleged, inflexible, outdated approach? Greater disaffection amongst pupils; increased stress and burnout syndrome amongst teachers:

> 'Lehrer haben die aufmüpfiger werdende Schülergeneration nicht mehr im Griff, ihre Verbände sprechen vom Burnout-Syndrom – die Erzieher sind müde, ausgebrannt. (*Der Spiegel*, 24/1993).' (41)

New teachers – new ideas?

Given the awareness of the problems which teachers now face in schools, surely initial teacher training programmes are catering for the new range of needs? Sadly it appears not:

> ' . . . als Lehrernachwuchs bilden die Universitäten nach wie vor Fachidioten für eine heile Welt aus, die auf den schulischen Alltag kaum vorbereitet sind.'

Particularly worrying is the lack of preparation of new teachers for the pastoral challenge which they are certain to face. Support from within the family cannot be taken for granted:

> 'Dazu kommt, daß in vielen Familien Erziehung kaum mehr stattfindet, Zuwendung sich oft im Einschalten des Videorecorders erschöpft.'

As a result pupils are likely to turn to a 'significant other', in many cases the teacher, who cannot look back to her/his training for guidance:

> ' . . . die verstaubte Lehrerausbildung in der Bundesrepublik bringt vor allem fachorientierte Wissenschaftler hervor, zu Erziehern werden die Studenten selbst nicht erzogen.' (45)

What sort of experience of the world do teachers bring with them to the classroom? They attend school as pupils, study at university, then return to school as teachers. The world of business and commerce is critical of this lack of experience and absence of influence outside education. Teachers design and produce schemes of work without ever having to ask themselves whether it is relevant to pupils' needs or the needs of potential employers. Surely teachers need to be more conscious of the needs of the society into which they send young people, have greater experience in a world outside education and be more accountable to society.

Qualifications

Pupils are far from happy with the school curriculum and the qualifications for which they are prepared. They struggle to see any practical irrelevance to the world of work. *Focus* offers some a public platform for the expression of their views:

> 'Ich weiß gar nicht, was in der Arbeitswelt verlangt wird.' (*Focus* 216)
>
> 'Schule bereitet überhaupt nicht auf's Berufsleben vor. Ich weiß nicht mal, wie ich eine Versicherung abschließen muß.'
>
> 'Selbständigkeit lernt man hier nicht. Aber genau das braucht man heute in jedem Job' (218)

The Abitur has been commended the world over and much lauded for its breadth, in contrast to our rather narrow A-level. It finds praise at home in short supply. The relevance of the Abitur is questioned by industry. Having gained the qualification, young people now find themselves having to seek further qualifications, usually in the Berufsschule, and practical experience on the 'shop floor' to make themselves employable.

There is an appeal for a complete rethink of the purpose of education, or is it training?

> 'Jetzt soll eine fatale Bildungspolitik gestoppt werden, die zum Zeitvertreib immer mehr theorielastigen, praxisfernen Wissensballast in Schülerköpfe schaufelte.' (214)

What sort of potential employees does industry expect schools to produce? Rather than specialist knowledge and paper qualifications, they are looking for young people with the capacity to learn, to work as part of a team, to be imaginative and cooperative. Schools tend to have an alternative agenda:

> 'Die meisten Schulen hingegen huldigen der Arbeits- und Lebenswelt von gestern. Stark hierarchische Strukturen und die Aufsplitterung des Unterrichts in bis zu 15 Fächer entstammen der Zeit der Fließbänder und der strikten Arbeitsteilung.' (*Der Spiegel* 51)

The problems are numerous. The implications are predictable: more disaffected pupils; more disgruntled parents; more teachers seeking early retirement. Where once parents sent their children to state schools with confidence, they are now dipping into household budgets and looking to the private sector for quality education. In a period when the number of school-age children in the old Bundesländer dropped from 9 million to 7.3 million, the number of pupils attending private schools increased from 290,000 in the early 70s to 436,000 in 1992. What can be done to stop the rot?

Possible solutions

Competition! The market! Accountability!

From all quarters, Kultusministerien, head teachers and captains of industry there is a call for greater autonomy for schools, greater competition between them and more accountability. In this way change would be implemented, standards would rise for the benefit of consumers inside and outside schools and parents would be able to choose which school could best meet their children's needs. That's the theory!

Enja Riegel, headteacher of the Helene-Lange-Gesamtschule in Wiesbaden, believes strongly that the Kultusministerium should have much less say in what goes on in schools:

> 'Die Schulen brauchen viel mehr Autonomie. Der Staat sollte nur die Grundversorgung sichern und Rahmenrichtlinien erlassen. Die Schwerpunkte des Unterrichts muß die Schule selbst bestimmen können ebenso wie die Lehrmethoden.' (50)

Frau Riegel clearly does not feel threatened by parents having the right to choose between schools nor is she daunted by the prospect of having greater control of her school's purse strings:

> 'Die Eltern sollten frei zwischen unterschiedlich arbeitenden Schulen wählen können. Zudem wollen wir über unsere Finanzen selbst entscheiden. Wenn wir an unserer Schule beim Heizen sparen, fällt das Geld an die Stadt. Das ist falsch. Die Schulen sollten zudem selbst bestimmen können, welche Schulbücher und Möbel sie anschaffen.' (51)

Competition could well mean publication of results, perhaps even league tables. Accountability in the public domain cannot be obviated. Education is to become a market-place with failing schools closing down, better schools getting better, voucher schemes and the 'bums on seats' system of funding. Does this sound familiar?

Meanwhile, back at the chalkface . . .

All of this has implications for teachers in schools. Greater autonomy and more decentralisation with the introduction of something akin to LMS would give schools the opportunity to employ the teachers they want rather than have them appointed by the Land; it could mark the end of the Beamtenstatus and with it teachers' virtual guarantee of a job for life.

If teachers are to keep their jobs, it looks as though they are to take measures to widen their horizons. The demand that teachers should have more experience of the world outside education is considerable. Once in possession of this experience they then may be in a better position to design and deliver a curriculum of greater relevance to the consumers. Enja Riegel supports this view:

> 'Wir brauchen Pädagogen, die sich kontinuierlich weiterbilden und die Chance haben, in einem längern Zeitraum

außerhalb der Schule, etwa in einer Fabrik, Erfahrungen zu sammeln.'

Crime, violence, disaffection

What can be done to counter the violence inside and outside school? How can school-age pupils be helped to avoid the influence of the Right and other extremists? How can pupils be motivated to learn?

The Germans seem to be looking to the advantages of our very own, oft maligned Ganztagschule as a means of countering the problems posed by 'latch-key children'. Is this not ironic, given that the so-called 'continental day' (something of a misnomer, in my view) has been introduced in a number of UK schools and is the subject of discussion in many others? With the increase in single parent families, more working mothers and fewer children with brothers and sisters, the potential for adolescents getting into trouble is alleged to be considerable. This has been particularly evident in the new Bundesländer with attacks on foreigners and Asylbewerberheime. Ganztagschule offers pupils the opportunity to work at school in the afternoons on homework or group projects with the support of teachers but not necessarily under their supervision. Anecdotal evidence suggests that it works!

Teaching methodology

Some schools have already reacted to the criticism of approaches to classroom practice and have taken steps to ameliorate the situation. The Helene-Lange-Schule, for example, has adopted a much more cross-curricular, project orientated approach to teaching and learning. Less emphasis is placed on subject specialisms and learning is related to the needs of the outside world, the local community in particular. Four lessons per week are allocated to offenes Lernen, that is, pupil driven projects including surveys and interviews. These projects are entirely the responsibility of the pupils with little supervision from the teachers. This does not mean however that pupils take the opportunity to go on the rampage or waste their time:

> 'Dabei mutiert die Schule nicht zum Freizeitpark. Die Schüler pauken weiterhin englische Vokabeln und quälen sich mit dem Satz des Pythagoras. Doch der Lehrplan kommt nicht über sie wie ein Pflichtenkatalog, der in weit entfernten Ministerien entworfen wurde.' (45)

The outcomes of this more flexible, more autonomous approach have been beneficial for the school as a whole and for individual pupils.

A teamwork, project-orientated approach to teaching and learning has implications for equality of opportunity and differentiation. The 'traditional' approach where each pupil is an 'Einzelkämpfer' looking after his own interests in terms of grades, tends, it is alleged, to produce a teaching style which focuses on the middle band of any given class. The project approach gives all pupils the opportunity to display their strengths. The pupil who is weak at writing, and under the traditional scheme of assessment is penalised, has the opportunity to gain credit for her/his practical skills.

The project approach also demands a reconsideration of recording of assessment procedures. In Kassel, for example, Zeugnisse have been replaced by Lernberichte for pupils in year eight and below. This takes the emphasis away from Noten and the concentration on self which they encourage, and focuses less on individual subjects more on the overall contribution to group tasks. The approach seems rather like our own Records of Achievement.

Conclusion

I read both articles with great interest. I am painfully aware that they give only a brief insight into the reality of the state of education in Germany. How much one should read into the findings is open to question. So much of what the articles contain is anecdotal. The sample of opinions is limited. You shouldn't believe all you read in the paper! I suspect, however, that grains of truth do exist. The reader is given the impression that the reforms proposed are so new. Do our German colleagues realise they are reinventing the wheel? Should we be pleased that they wish to adopt 'our' ideas? Should we tell them about the mistakes we have made here, so that they can avoid making them too?

Teaching Brecht's *Der aufhaltsame Aufstieg des Arturo Ui*

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A number of aspects in the germination and presentation of *Arturo Ui* make the play unusual for sixth-form readers, and they require the teacher to avoid making the assumption that, as a play, rather than a narrative or poetic work, it is bound to be easier or automatically more accessible. The first, and this is likely to intrigue as much as confuse, is the knowledge that *Arturo Ui* was not performed in Brecht's lifetime (he died in 1956; the première of the play took place in Stuttgart in 1958). Readers will thus find uncertainty as to the order of some scenes. The dying woman, who figures in scene 17 in the *edition Suhrkamp* paperback version, just before the Epilog, appears just after the 'Speicherbrandprozeß' in the *Gesammelte Werke*. The central concept this problem highlights is that of the play's 'flexibility'. The posthumous presentation of the work turns it into an artefact more dependent on its battery of interpreters (directors, stage-designers, actors and, ultimately, audience) than would have been the case if Brecht had been available to clear up textual uncertainties. It would have pleased Brecht to know that so many decisions were still required of his various readers and viewers, even after he had released the play to the world. Anyone reading the endings to *Der gute Mensch von Sezuan* and *Die Dreigroschenoper* is familiar with Brecht's own 'combative' approach to his audience, demanding thought and analysis. The onus placed on the director of *Arturo Ui* (what combination of scenes? how to handle the text?) is an extension of this.

i. Preparatory work

It might be argued that the key to an understanding of how *Arturo Ui* works is an appreciation of Brecht's management of various conventionally held views and expectations. He plays off our knowledge of the activities and reputation of gangsters, a close-knit crowd dominating set tight milieux, against our knowledge of Hitler, whose ambitions seem general and global. He plays off our knowledge of the grave consequences of Hitler's reign against the breakneck pace and apparent levity of tone which characterise much of the action. He deliberately unsettles us and makes us gauge and judge our own reactions, be they laughter, tears, or, indeed, the uncertainty whether to laugh or cry. When he wrote the play, Brecht cannot have fully planned this process, since the repercussions of Hitler's legacy could not, then, have been known. Yet an examination of what we expect from a play and what sorts of genre exist in literature is not just a formal nicety when examining *Arturo Ui*. Before we start reading, we need to know what we habitually regard as 'tragic' and 'comic'. We need to be ready for and aware of the effects that can be achieved by mixing two or more modes.

We are able to laugh at Dockdaisy, for example, because she seems, herself, too unintelligent to know any better. Her clumsy self-contradiction as 'Bowl's widow' (66) and her mechanical intoning of evidence she has been instructed to give (73) are ridiculous. Our laughter at her hapless manner gives way to concern when we consider the circumstances surrounding her comic turns and the implications for others. When we think still further, we recognise that this is just one example of how Ui's gang will manipulate their associates to their own best advantage. We may find, in short, that we have been laughing at the exploitation of human weakness.

A practical way into the consideration of genre-expectations is a scrutiny of the title of the play, an exercise once again possible before the text has even been opened for study. Does the reader expect anything different in it (readers should be careful not to misread it, expecting Ui's rise to be '**un**aufhaltsam')? What sort of play is it in which the central character's rise is 'resistible'? Who might be expected to 'resist', anyway? What attitude to the character is implied on the writer's part in these circumstances? Students can read, too, what a well-known actor like Antony Sher has to say about playing Ui (Thomson and Sacks, 269–271). His interest in invention, creation and transformation of character emphasises how actively anyone involved in the play needs to reflect on the issues involved and shape for themselves a rationale for portrayal of character. Further revelations, such as that Leonard Rossiter and Griff Rhys Jones have both played the title role in London productions, should help underline quite how unconventionally and irreverently the Ui/Hitler model can work.

ii. Sweeping the audience off their feet

The reason for all this priming and preparation is to ensure that the *tone* of Brecht's play is properly appreciated. Bringing drama to life in class is hard enough without the need in some way to convey what Thiele calls Brecht's 'rasanten Handlungsablauf' and the 'von Brecht geforderte schnelle Spielweise' (Thiele, 5). The audience are meant to be swept off their feet and some of that briskness must be conveyed to students, if only via a rapid résumé, at the outset, of what the play is 'about'.

What tactics are used to 'sweep the audience off their feet'? The first is the **obvious incursion of the outside world into the theatre**. This is not a play that stands by art for art's sake or the hiving-off of theatre from the common run of daily political concerns. Brecht wastes no time in stressing the interconnection between his drama and our fortunes as citizens. We might, for example, expect to applaud the Ansager at the climax of his initial speech, but we will find it hard to get our applause in since his words are immediately followed by both music and the sound of gunfire. The immediate collision of mob politics with the world of entertainment is thus enacted even at the level of stage-directions. The fact that the words he is uttering tell us of 'das Gangsterstück, das jeder kennt!' (9) should not confuse us. We may be adjudged to know much about the plot which will soon unfurl before us, but Brecht is striving to ensure that we cannot rely on our habitual audience reactions (i.e., straightforward applause, simple laughter).

In the best traditions of the Verfremdungseffekt, **the Gangsterstück we thought we knew is 'made strange'**. This is another way of 'sweeping us off our feet'. It is actually more akin to having the rug pulled away from under our feet, since we are made to feel less sure, less comfortable about what we are watching. A sort of 'double axis' is used in the presentation of figures we think we recognise. When the Ansager talks of 'die berühmtesten Heroen unserer Gangsterwelt' (7) we think of course of Al Capone's entourage, whom Ui and companions are meant to resemble (even though we are meant to see Ui as third-rate: Givola is said to have been to Capone in search of a job (28)); but it is just as likely that we will perceive '*our* ganster-world' as that of Hitler and his cronies. An impression of Chicago glamour is created, but, for the 'original' audience (if, given the circumstances of the play's first performance, we can really use this word), there is in Ui and the gang a simultaneous picture of the villainous intent lying behind the political programme of Hitler and company. Or, to put it another way, Hitler and his cronies were effectively gangsters. The double parallel works with an ambiguity, conveying sleazy film-star attractiveness on the one hand and moral repulsiveness on the other, which is unsettling for the audience. As Keith Dickson puts it, 'it was precisely Hitler's reputation as a sublime criminal that Brecht sought to demytholo-

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gize. As he points out in his notes on the play, the perpetrators of great political crimes are by no means the same thing as great political criminals' (Dickson, 172).

A **variety of dramatic techniques** is employed to work towards conveying these divergent effects. The devices on display are, appropriately enough, drawn from a wide spectrum of sources – theatre, cinema and light entertainment. They can usefully be summarised by reference to the sequence of scenes that evoke the Speicherbrandprozeß. There is **music-hall banter,** as when Giri breezily inquires, in response to the revelation of a serious inconsistency in his alibi, 'Haben Sie was dagegen, daß ich in Cicero speise und in Chicago verdaue, Herr?' (70). There is a brief echo of a **horror film** when 'ein übereleganter Arzt finsteren Aussehens' comes to tend to Fish (69). There is the incongruous emphasis, like that of a **running gag**, on James Greenwool being a baritone (and hence apparently incapable of arson). There is the **basic visual comedy** of Fish's inability to respond to questions and the comic inconsequentiality of the noises he makes ('Arlarlarl'). Brecht often chivvies us along by including in the action an 'audience response' to one of these ploys, as in the reaction to Giri's Cicero/Chicago joke: 'Großes, anhaltendes Gelächter' (70). There is not just performance, but an audience within that performance. The effect of this is to prevent us from dwelling too long on the rights and wrongs; we are, instead, like the populace who Ui comes to lead by the end of the play, borne along by a spectacle *and* the exuberant, orchestrated reactions to it. In quick succession, we find ourselves observing the judge joining in the laughter (this reminds us that Ui had stressed, early on, that he needed 'den Richter . . . in meiner Tasche' (27)), wondering why the stage has gone dark and gauging how to take on board the grotesque pairing of 'Chopins Trauermarsch' and the dance tempo at which it is played. The audience is given a constant stream of stimuli to respond to; Ui's attraction is demonstrated as that of a performer with a flashy show. The Speicherbrandprozeß sequence is just one example of the theatricality with which Ui approaches politics, but we have both seen the tawdry circumstances under which Ui acquired his political oratory (from an out-of-work actor and via the learning of one set speech) and have appreciated that there are enough disquieting moments to prevent us from identifying with the spectacle too closely.

There is the understated and disturbing effect of the final part of the sequence of scenes, where Fish is sentenced and from which music and commotion are both absent. The audience is able to appreciate, via the very absence of fuss and theatricality, the grim truth beneath the earlier razzamatazz. Fish goes to prison for fifteen years; no funeral march is played (or needed); the stage is not plunged into sudden darkness. We are called upon to reflect the extent to which the fortunes of Dogsborough and Fish, up till recently hardly worthy of comparison, are now similar: the stage directions portray Fish as 'kalkweiß', presumably with fear and exhaustion (78), just as Dogsborough had been earlier in the play, where the associations of the colour had instead been with his age, dignity and probity. To subject the audience to a full-blown theatrical trial scene and then to underline the real point of the spectacle via a subsequent subtlety of presentation lives up to the words of the Epilog: 'Ihr aber lernet, wie man *sieht* statt *stiert*' (124; my italics). We may gape ('stieren') as a wide-eyed populace at Ui's show, but it is only through thoughtful reflection as individuals that we will perceive ('sehen') Brecht's underlying truths. This lesson is meant to hold true not just for theatre but for life.

iii. 'Wie man sieht statt stiert'

Much can be gained by examining the tableaux Brecht sets up on stage, the discreet positioning of characters which reveals so much, and the way Ui learns more about when and when not to use political rhetoric.

Students should be encouraged to note the arrangement of groups and individuals on the stage, since this is so often evidence of the elaborate show and the veneer of concerted unity which Ui seeks to establish. Juxtaposed with Ui's training in self-projection and performance (scene 7), there is the political theatre of his first speech to the Karfioltrust. 'Der alte Dogsborough' sits, ill, alongside Ui. He is on the surface a guarantor of Ui's decency, but is in fact a cipher – debilitated himself and embodying a sick political system. Ui uses rhetoric and apparent argument (more on this later), but is protected both physically, by the bodyguards, and strategically, by Dogsborough's presence. Thus Ui is relatively free to present the oration he wants, which is more of a physical *tour de force* than a series of intellectual propositions (Ui is 'erschöpft und gleichgültig' at the end (65)).

In the Speicherbrandprozeß sequence, the press are positioned on the stage in a group, from which point they express their 'große Unruhe' (71), whereas earlier Ragg had been able to approach Ui personally to castigate him (28). Although Ragg reminds Ui at the outset that 'dem Gangster flicht die Nachwelt keine Kränze!', no living person gets near enough to remind Ui of this fact late on in the play, so effectively has real dialogue been replaced by orchestrated tableaux and public demonstrations of strength. It needs a figure from the 'Nachwelt' (the ghost of Roma) to get through to Ui and tell him that 'all dies wird dir doch nichts nützen' (115).

Arrangements of characters on stage reflect the way Ui submerges private concerns in public solidarity, and it is no accident that the next big setpiece shows Ui at his most histrionic, in front of a microphone (119) and side by side on stage with Betty Dullfeet, who had only recently answered 'Nie! Nie! Nie!' to Ui's offer of friendship (114). What happens off stage between the two events has all to do with persuasion and extortion and very little to do with friendship, to which the presence of the bodyguards behind the podium will attest. Nonetheless, Betty Dullfeet has presumably seen the virtue of expediency and is willing, publicly, to endorse speeches where welcome, friendship, joy and free will are commonplaces (if, in fact, falsehoods).

Thus the spectator in the theatre is able to judge the discrepancies between verbal statement and body language. Brecht's reflective spectator, appealed to directly at the start and the end of the play, will use his or her intellectual freedom to spot those moments where the rhetoric of Ui and his followers betrays itself and breaks down, where the political methods prove as dubious, ambiguous and, in fact, ineffectual as Ui's own image had been seen to be in an earlier section. His polemic, directly after the tutorial with the Shakespearian actor, is almost overburdened with tricks. The rhetorical question, a figure borrowed from Shakespeare, is put into action at an early stage and fleshed out to suggest that the questions and the tactic are Ui's own ('. . . frag ich?' (60)) The device is hardly used with great subtlety, since Ui answers every rhetorical question himself and with unequivocal emphasis, even dramatising the way other people might answer, such as the Gemüsehändler – 'Geld zahlen für Schutz, dreißig Prozent abführen/Für Protektion? Nein, nein, das wollen wir nicht/Da ist uns unser Geld zu lieb!' (62).

Ui had earlier emphasised to Givola that he was taking all his rhetorical training in order to put his case over to 'die kleinen Leute' (56), and it is the condescension inherent in the phrase which gives rise to the bludgeoning effect of the speech. While this is undoubtedly effective, with Ui's observations on the town's crisis unmistakably conveyed via exclamation and enumeration, his reference to 'gewisse schattige Geschäfte' planned by the 'ehrenwerten Männer' of the town council is mannered in its reliance on alliteration and coy in its vagueness (60/61). He strives with ever-increasing insistence to persuade his audience that he is one of them, mixing apparently off-the-cuff construction ('sagen wir', 'was weiß ich') with a plethora of first person usage and possessive adjectives: 'Wenn ich ganz friedlich/Meinen Gemüseladen führ . . . ' (61) . But his arguments themselves do not stand up. It is not 'logisch' to claim that 'Solang ich nicht schieß, schießt der andre!' (ibid). Even if it were, it would clash with the motif of 'friedliche Bürger/Ins Stadthaus tretend' (60) which Givola, Ui and Dockdaisy (66) all employ. Ui tries to forge an image of himself as anything but a gangster, the community of whom is seen as the principal enemy, unconquerable unless 'starke Bewachung' is provided (62). He even doubts the value of words uttered by 'gewisse Schönredner' (61). It is as if he is investing all his energies in an attempt to prove that he is not conducting a speech at all.

It is not the speech itself which wins over the audience. Above and beyond the speech itself, there are a number of orchestrated 'triggers' designed to supplement and amplify the message conveyed by the words. There is the applause, variously led by Givola, Roma, the Gemüsehändler and Clark. Each time one or other group leads the acclaim, Ui's audience is being offered a precept or guarantor likely to be regarded as acceptable by some of the people listening. This works most effectively when Ui plays on the false sentimentality of the 'Vater und Sohn' tableau with Dogsborough and the moving antithesis of the powerful man accepting 'den einfachen Sohn der Bronx' as his own (64). These appeals are separate from and run quite parallel to the apparent argumentational structure of the speech. They work on the audience's deeply-held values and emotions (such as that of 'Heim', the only word that seems to matter in Greenwool's song (67)), and when this does not work, there are the bodyguards and, in a later example, the last-ditch ranting of someone like Giri who, when under stress, makes momentarily clear what he would really like to do to those who oppose him (77).

iv. The figure of Ui and the maintenance of power

These examples, of the way a politician may seek to convince through words and an appeal to emotions and fears, reflect the atmosphere of Hitler's rule to great effect. Students should be aware that Brecht has simplified some historical issues (as Dickson says (Dickson, 176), it was not commerce and industry that Hitler sought to appease by murdering his old comrade-in-arms Ernst Röhm, as the murder of Roma in the play implies, but rather the Reichswehr, whose tacit assent to Hitler's dictatorship was jeopardised by the uncontrollable rabble of Röhm's S.A.). This does allow the play to focus more pointedly on specific issues, instead of covering the whole background of reasons and implications involved with Hitler's rise. However it also means that *Arturo Ui* cannot be seen as a plausible explanation of the rise of Nazism. It leaves the proletariat out of account and implies that only the middle classes were implicated in the crisis. (In his notes on the play, Brecht had said he would only be looking at the parts played by 'Staat, Industriellen, Junkern und Kleinbürgern' (Suhrkamp edition, 133)). The play also omits entirely the racial issue. Nonetheless, an impression of the essential force of the Hitler persona is conveyed with particular effect, and the play presents a paradigm of how a politician achieves power without appearing implicated in or culpable for the misdeeds perpetrated on his behalf on the way.

Ui learns the political value of hiding his own inner feelings. He starts the play by railing against injustice and maltreatment ('Diese Burschen/Behandeln mich wie Dreck' (29)); he is eager to talk of the impersonal malevolent force which he sees at work against him ('Die Stadt hat kein Gedächtnis' (25)). As the play goes on, his speech may be clothed in rhetorical garments that are more and more ornate, but he has less to say about such fears; in the process, he creates an air of invulnerability. He comes to understand that when others are intriguing around him it is essential not to act impulsively. He cultivates isolation and mystery ('Laß mich allein!', he exclaims to Roma (86)) and the issuing of laconic orders ('Emesto/So was darf nicht passieren', in relation to Roma's shooting of Karfioltrust vehicles (83)). He gives an impression of control yet inscrutability; he knows how to divide and rule. Even when he has to take a critical decision, such as to have Roma killed, he uses and seeks no verbal justification ('Ich brauche keinen Rat. Ich kenne meine Pflicht' (93)). That this decision comes hot on the heels of a draft of a speech where Roma had been assured of 'mein volles Vertrauen' (91) only goes to show how valueless such concepts become in Ui's vocabulary and how adeptly he has used them, since the 'Schauspielerszene', as a front. He devotes twenty-two lines to instilling 'Glaube' in Roma and company, whilst Roma is holding his associates at gunpoint (84–85), but he never once specifies the idea or ideal to be believed in. It is as if they had to be committed solely to the performance of the act of commitment. Even then, as Ui proves, it is possible to change the direction of that commitment, as he does with Roma; but only the individual holding the power is able to do this. Language and ideas do not, here, guarantee the free expression and authenticity of the individual. They have to be used as prescribed by the person in charge.

How different this is from the Ui of scene 5, who is forced to use tactic upon tactic, from assertion of respect to appeal to humanity to blackmail to pleading for help, to get Dogsborough to ally with him. (Of all sections of the play, the passage in which this occurs is the most worthy of careful analysis by students to establish the various phases Ui goes through (37–41).) In the process, Ui contradicts himself clumsily, as in his view of the police, 'die ich stets schätzte' (37) and yet who are 'faul und korrupt' (38), but he does get his man, and the protective patronage of a figure whose path had been straight and who was known to all for that fact (35). Ui's crude beginnings in this scene are to be contrasted with the dexterity of much that he ventures near the end of the play. The key is that he no longer has to convince by the strength of his arguments (never a forte of his, anyway), but instead by the inviolability of his position. This is of critical importance in the flower-shop scene with Ignatius and Betty Dullfeet (103–106). It is not enough to indicate to students that the action resembles or diverges from the model it borrows from (the Gartenszene in Goethe's *Faust* I). It is of greater value to show the effect of the scene. Ui is able to answer Betty Dullfeet's objections to his rough tactics in dignified style. The fact that the scene is in rhyme reinforces this. The characters perform something like a minuet as the two pairings, Givola and Dullfeet, Ui and Betty, repeatedly emerge from behind the flower-arrangements. What Ui and Givola have to say is harsh and uncompromising, but the apparent set-piece delicacy of the scenario wins the day as far as Betty Dullfeet is concerned. It is not arguments but atmosphere which have been crucial; the audience sees that Betty has been taken in when the stage-directions instruct that her husband should appear 'kalkweiß' (106). This has now become a complex leitmotif, and means here that Dullfeet, like Dogsborough before him, is both highly regarded (whiter than white) and doomed.

In the last analysis, the emphasis in this play is not on Ui's own evil intent, however, but rather the extent to which he embodies 'alle unsre Sünden und Verbrechen/Gewalttaten, Dummheiten und Schwächen' (8). Chicago gets the leader who most resembles and suits the town; and this has been prepared for from the moment when Sheet notes that Flake's energetic attempts to get him to trade with him are, in fact, surprisingly similar to those of bully boy Roma, who is the one regarded as a threat (19). The contamination of the city in the time of Ui's rule is something which seems to start from a vague, unlocatable source and is not solely originated by Ui. Dogsborough sees Butcher's and Flake's proposals as repugnant, 'stinkend wie ein fauler Fisch' (20), but, then again, this epithet has only in effect been transferred from the stinking, rotting vegetables the Karfioltrust are eager to get rid of ('Der Karfiol verfault uns' (11)). The smell and the corruption, physical and moral, are everywhere, not just in Ui's camp, so that Flake's observation that the likes of Ui are dominating the city 'wie ein Aussatz/Der Finger ihr und Arm und Schulter anfrißt' (19) is made problematic by the fact that all the related imagery of putrefaction in the play actually implicates him and his associates. It is, in the long run, disingenuous for a character in his position to claim of the leprous plague 'Woher es kommt, weiß keiner' (ibid). It is significant that Ui uses related vocabulary when he spots how easy it would be to implicate and hence have control over Dogsborough - 'Jetzt/Riech ich Geschäfte!' (33) He would claim that he has merely exploited a tendency towards corruption that was already there; the smell had always been in the air.

For much of the play, we become aware of Ui not as a dangerous political animal, but as a deliberately theatrical figure ('Wem fällt da nicht Richard der Dritte ein?' (8)), and it is one of Brecht's insights that there is often no great disparity between the theatre of life and the life of the theatre. Politicians have, as in the Schauspielerszene (scene 7), to learn how to act in public and are perceived as caricatures – gun-toting gangsters, humpbacked kings – before their ideas and intentions are looked at. Brecht seems to be suggesting that the way a politician looks is of more importance to the populace than the substance of his acts.

Notes

Page-references in the article relate to the *edition suhrkamp* version of the play (Frankfurt, 1965). There is a Methuen school edition of the play, now out of print, edited by D. G. and S. M. Matthews (London, 1981). The Introduction tackles each principal character and their historical alter ego and there is a helpful commentary on each scene. For a brief and clear narrative containing the key names and events which lie behind the parodistically named Dogsborough, Dullfeet, Roma and the rest, students can be referred to P. G. J. Pulzer's account in *Germany: A Companion To German Studies*, edited by Malcolm Pasley (Second Edition; London, 1982), pp. 338–347. Teachers will find Keith Dickson's account (see below, pp. 171–180) useful for its insistence on the way Brecht compresses and telescopes historical action, especially in the episodes involving Roma's murder and the deal with Cicero.

Publications mentioned in the article:

Keith Dickson, *Towards Utopia: A Study of Brecht* (Oxford, 1978).

Dieter Thiele, *Bertolt Brecht: 'Der aufhaltsame Aufstieg des Arturo Ui' Grundlagen und Gedanken zum Verständnis des Dramas* 6098 (Frankfurt, 1990).

Peter Thomson and Glendyr Sacks (eds.), *The Cambridge Companion to Brecht* (Cambridge, 1994) [pp. 269–271 on *Arturo Ui*].

My thanks are due to Marcus Roy and Nick Scott for their help when this article was being prepared.

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Brecht's *Der aufhaltsame Aufstieg des Arturo Ui*

Areas for special study

- What, in your view, was Brecht's aim in writing this play?
- Comment on the use Brecht makes of laughter and comedy in this play.
- How does the audience feel towards Ui at the various stages of his career?
- What is the audience's view of him at the very end?
- Examine the characters and the role in the play of the Dogsborough father and son duo.
- Examine the personalities and attitudes at work in the Karfioltrust. What degree of responsibility do they bear for Ui's rise and its implications?
- To what extent is *Arturo Ui* an allegorical examination of the specific events surrounding the rise of Hitler?
- To what extent can it be seen as a study of what happens when any dictator or authoritarian leader emerges?
- Examine the parallels which Brecht draws between Dogsborough and his historical counterpart, President Hindenburg, Dullfeet and Dollfuss, Givola and Goebbels and Giri and Göring.
- Examine the dramatic techniques used by Brecht to tell the story of Ui. In what ways does Brecht aim to affect the audience's emotions?
- How does he encourage us to be more reflective about the events we are shown?
- 'Ihr aber lernet, wie man sieht statt stiert/Und handelt, statt zu reden noch und noch' – what is the significance of this statement from the 'Epilog' for the meaning of the play as a whole?

The following passages are worthy of close consideration (e.g. as practice for commentary questions):

i. Prolog, pp. 7–8.
ii. Sheet's and Flake's conversation about the sickness overwhelming the town. Sheet's view that Flake might be part of it. Scene 2, pp. 18–20.
iii. Ui's attempt to plead with, blackmail, encourage, persuade Dogsborough to fall in with him. Scene 5, pp. 37–41.
iv. Schauspielerszene – general introduction to the idea that appearances are of vital importance in politics. Scene 7, pp. 54–60.
v. Ui's first speech after this scene-immediate use of rhetoric and ability to 'work' an audience, trawl for applause from different sections. Scene 8, pp. 60–62.
vi. Speicherbrandprozeß sequence. Scene 9 a–g, pp. 68–78.
vii. The two wills – Dogsborough's penitent testament and Givola's doctored version. Scenes 10 and 11, pp. 78–80.
viii. Ui's appeal to 'Glaube' (and little else). Scene 11, pp. 84–85.
ix. Flower-shop scene involving Ui, Givola, Dullfeet and Betty Dullfeet: the importance of formal niceties, the setpiece, even though the content of what is being said is icy; comparable with the Nazi emphasis on appearances, public performances. Scene 13, pp. 103–106.

A project-based approach to differentiation

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This article is based on a talk given at the ALL German Day held on 5th November 1994 in Sheffield. Shirley Dobson is co-author of Projekt Deutsch *published by Oxford University Press.*

The concept of a Foreign Language project.

Just as Postmodern philosophy questions all existing ideas of dogma and truth so we as language teachers are entering the great Post-communicative debate where strongly held dogmas of the late eighties are being questioned. There is a new feeling abroad that we must look again at how best we can help all pupils to learn a foreign language effectively. The project approach to foreign language teaching is one contribution to this debate and it seeks to include the whole question of differentiation at the heart of it. The key is to give pupils opportunities to use the language they are learning for a real purpose in the classroom. This approach allows for a wide range of tasks to be covered in a meaningful and contextualised way, with pupils actively involved in and responsible for the work they produce. Language can be presented and practised within a context and not just within discrete, unrelated activities which practise language purely as an end in itself. The teacher selects and plans the contents of the projects so that they are relevant to the interests and experiences of pupils of different ages.

A Foreign Language project may involve the students in

- improving skills
- working hard on understanding and learning new information
- doing some independent research
- planning
- finding or creating illustrations
- reporting information from experts
- reflecting in their work something personal
- producing language for a particular audience

Project-based language teaching and learning offers a coherent learning style around one main theme, in which a number of strands lead to positive observable outcomes. The steps along the way are interrelated. Think of any project you are involved in around your house and I suggest you are thinking about a goal that you can achieve, that will give you a sense of satisfaction both when the end is reached and in the process. It is important to acknowledge the process. This is part of the concept. This contrasts with the classroom where pupils learn the new language, do a number of exercises, a bit of role play, complete a checklist and then move on to the next chapter or topic. The project approach allows for enormous flexibility of classroom organisation and teaching and learning styles and is particularly suited to the individual needs of pupils at every stage. The key to teaching through this approach successfully is knowing what the outcomes will be for a topic of teaching and communicating these clearly to the pupils at the outset. Here are some examples

Topic	Outcome
KS3	
Meine Familie	A display showing eine Horrorfamilie
Schule	A board game: Schulspiel
Feste	An activity: following German instructions for decorating Easter eggs
KS4	
Unsere Stadt	A review of our town for handicapped visitors
Der Alltag/ Arbeitspraktikum	A video report based on pictures and a commentary

These offer a variety of tasks, some of varying degrees of difficulty. Some ideas are a very simple gathering together of the themes and language of the project. Some pupils will only complete one activity. More-able pupils may also only produce one project but this will be in greater depth and may require some new research. Always bear in mind that there are a variety of options open for presenting the project. If the pupil focuses on a reading passage, a piece of artwork may be an adequate response. Some will choose to use a computer. Some pupils like to work in groups and film scenes, others may produce a personal script and record this on to tape, continuing the personal record keeping established earlier in the course. While pupils work fairly independently on the project ideas, towards the end of a topic, you should have time for speaking assessment and any remedial or extension work needed with small groups.

What about differentiation?

Here are some new suggestions for differentiation. This is a flexible approach, flexible in terms of different needs and abilities within the classroom. It offers opportunities for authentic use of language, what Jim Scrivener defines as real use, pleasure, communication and fluency. So often we stop short of the truly communicative and most language in our classrooms is pre-communicative but the project takes you on to the stage of authentic use every time as you plan a project. The following headings are taken from some work done for primary teaching[1] but may be helpful in this context.

Differentiation by content

Choose listening texts carefully. Courses will now suggest different levels of listening. Produce extension worksheets which demand effective note taking by the more able. If you have different ability groups working on a carousel system then select different content for different groups.

Differentiation by interest

Not all pupils will enjoy acting out scenes in front of others. Give opportunities throughout for imagination to come into play. Allow pupils to reflect their personal ideas and interests. Reading for enjoyment is important and pupils can fill in 10 minutes at the end of a lesson choosing from a selection of reading material relevant to the project.

Differentiation by pace

It is very important not to waste the time of the bright pupils. They will often complete a reading task very quickly whereas other pupils will need a supporting worksheet. Set a restricted time limit for the quick pupils.

Differentiation by level of support

Written tasks can be judged by the degree of support pupils receive, whether from the teacher, dictionaries or each other. When pupils are working on their final product it is assumed that dictionaries will be available and that pupils will have been taught how to use them. You will only photocopy the support worksheets for certain pupils.

Differentiation by access

Remember that some pupils find handwriting inaccessible. Using an authoring package such as *Fun with Texts*, typing in handwritten texts and differentiating from the disk menu can help a great deal.

Differentiation by response

Open-ended dramatisations are very important for stretching the more able who will seek out the language which they need.

Differentiation by teacher time

Whenever you set up a carousel of activities you the teacher are released to give more time to one group than another. You need to provide yourself with time not only for assessment of speaking tasks but to give help to a pupil who may need to see a pattern in the language, to stimulate one who is not sufficiently challenged or to give temporary help to someone who has difficulty with a specific aspect of German.

Differentiation by teaching style

Pupils all learn in different ways. Some need the formality of whole class teaching, regular recording of new language, learning and tests, and they want to understand the structures of the language. You can include this in the early stage of the project where the pupils are learning and practising the new language, words and structures.

Differentiation by grouping

Whenever groups are suggested you must judge whether you wish to allow friends to work together, whether groups would be by ability or mixed. You might use the cue cards for getting the class into random groups or pairs. Mounted and laminated pairs of cards can be shuffled and distributed for the class to find a new partner or group.

Finally do remember that using a computer to draft and redraft work can eliminate some of the glaring differences of ability and focus on the quality of the language which pupils are producing. This is a reverse aspect of differentiation whereby the quality of the presentation can be of an equally high standard by all pupils.

A project based on the environment

Let us see how this works with detailed reference to one project on the environment. You might be doing this towards the end of the second year of KS3. It could tie in with your school's 'Environment Week'. Decide on your outcomes:

(i) a class project: a class news-sheet showing the result of surveys on the state of the languages block and public areas, action taken and suggestions for improving the school, perhaps an article from a partner school

(ii) an individual project designing slogans and stickers encouraging the retention of garden areas of the school

(iii) a group project: pupils design an alphabet frieze on the theme of the environment.

Einstieg: the natural world. (Primary schools have wonderful pictures of the seasons) Brainstorming: this is non-threatening and pupils say what they know about seasons, months and weather.

Teach new language: the natural world, i.e. names of trees, birds and flowers found in the school grounds.

Read poems: there are many delightful German poems on this theme. Often key words are easily recognisable: April, Wind, Sommer. If pupils then choose one to learn they are likely to learn something within their own ability range.

Research Stage: collection of data and setting up of database about the school environment. Some pupils might collect and label types of rubbish brought to school and investigate what happens to it (revision of Behälter) others might go out and count trees. This can lead to labelled wall display. Spreadsheet charts can be discussed briefly by the whole class.

Further reading. Include a text about action taken in German schools. Many school magazines include such articles. You can make the text accessible in different ways. You may choose simple slogans for pupils with learning difficulties, who can match pictures of rubbish to labelled recycling containers.

Fax a questionnaire to your partner school. Once pupils have gathered enough information they are in a position to choose which final project they will do and how they will present the material.

An extended roleplay or simulation KS4 Y10

Here is a very different project approach to the topic of holidays.

The class becomes a new group of people who meet at a German-speaking holiday resort. Pupils form small groups from 2–4 and each person chooses a new identity, new name, place of origin and age. (Thus always building on what is known but recycling the language in a different way.)

- Pupils as a whole class follow any textbook story of a group going on holiday. During this stage they learn new language.

Now the groups must answer 3 questions in small groups about holiday destinations.

Wohin und warum? Wo liegt das? Each group reports back. As they listen to each other, they make notes and then have a class vote on the most popular destination.

- Now groups decide on accommodation and write the necessary letter. Pupils can wordprocess copies, and you can supply varying amounts of support.
- Groups decide what to take. Start with what they know. All abilities can write down three things.
  Use a dictionary and offer a small prize for the most original, sensible, or extraordinary list!
- They arrive at the destination and pairs of groups meet each other. They find out as much as possible about each other and report back.
- They plan what will they do the next day At the end of that day, different pairings of groups meet to ask each other what they have done and to find out what else there is to do. They all write a postcard home to someone within their new life.
- Pupils learn as many different ways of saying farewell and then they write a post-holiday letter.

This type of project offers integrated skills, responses at the level of ability, high motivation and improved performance. Pupils record material in their files. There are possibilities for videoing or recording scenes, and for doing a display. The project holds the whole thing together, by transforming the class into another group which can relate to each other in the imaginary situation.

Reference

1. 'Building an Inclusive Curriculum' by Barry Carpenter in *A Primary Teacher's Guide to the New National Curriculum*, ed K. Ashcroft and D. Palacio, Falmer Press.

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Fremdsprachenunterricht in England aus der Sicht einer deutschen Lehrerin

Christina Rebbin Realschule Semlow

Ich war froh, als ich 1990 die Möglichkeit erhielt, an einer Schulpartnerschaftsbörse in Eastbourne (organisiert von Lingua) teilzunehmen. So dauerte es auch nicht lange und 15 Schüler unserer kleinen Schule (Nähe Rostock/Ostsee) fuhren nach England.

Wir wurden durch die Gastfamilien und die Kollegen des departments „Fremdsprachen" herzlich aufgenommen. Ich führte viele Gespräche mit den Kollegen, die Deutsch oder Französisch unterrichten, erfuhr viel Neues. Heute bei meinem 2. Besuch mit Schülern traf ich in eben diesem department von den ursprünglich 7 Kollegen nur noch 5 an, im Dezember werden es nur noch 4 sein.

Was war passiert? Ich wollte diese Frage unbedingt beantwortet haben. Gestatten Sie mir zunächst einige Beobachtungen und Erkenntnisse wiederzugeben. Ich habe bei meinem Besuch Deutschlehrer/innen kennengelernt, die sich zum Ziel gesetzt haben, *jeden*! Schüler für das Fremdsprachenlernen zu motivieren. Warum ich das hier besonders erwähne? Weil ich durch den Schüleraustausch zum ersten Mal mit der unter Schülern (und auch Eltern?!) weit verbreiteten Meinung konfrontiert worden bin „Wozu sollen wir eine Fremdsprache lernen, alle Welt lernt doch Englisch?!" Das Engagement dieser Lehrer ist nicht hoch genug einzuschätzen ! Ob die Headteachers um diese Probleme wissen, wenn sie die Leistung der Kollegen nur nach erreichten A–C levels beurteilten? Ich fühle mich in DDR-Zeiten zurückversetzt, wo eine Schule oder auch der einzelne Lehrer ausschließlich nach erreichten Prüfungsergebnissen beurteilt wurde!

Ich denke, hier müßte das Konzept des Fremdsprachenerlernens überdacht und verändert werden, muß Deutschlehrern eine Chance gegeben werden. Warum soll Bewährtes nicht beibehalten werden und mit etwas Zeit Neues ausprobiert werden? Gebraucht wird auch Schulleitungern, die z.B. mit Eltern mal über die Wichtigkeit des Fremdsprachen-erlernens in unseren Tagen sprechen. Wir befinden uns mitten auf dem Weg zu einem geeinten Europa und bei uns in Deutschland wird bedeutend mehr Wert darauf gelegt, jedem! Schüler die Begegnung mit wenigstens einer Fremdsprache zu ermöglichen (ab Klasse 5 fünf Wochenstunden). Daß der Schüler Leistung bringen muß, finde ich gut und in Ordnung. Somit ist auch der Lehrer gefordet, jeden Schüler an seine Grenzen zu führen. Nur mit einer inneren Differenzierung in Klassen mit z.B. 33 Schülern ist die Arbeit aussschließlich mit der Leistungsspitze nicht zu verantworten. Was wird aus den anderen (dem größeren Teil der Schüler)?

Wenngleich ich das deutsche Bildungssystem nicht als perfekt empfinde, unterrichtet der Lehrer durch die Dreigliedrigkeit (Hauptschule, Realschule, Gymnasium) eine homogene Schülerschaft. Die Anforderungen sind auf das angestrebte Ziel zugeschnitten, kann ein Schüler diesem nicht genügen, muß er die Schulart wechseln. Es muß auch Klassen/Schulen für leistungsschwache Kinder geben. Auch diese brauchen Erfolgserlebnisse und lernen in Hauptschulklassen alle 1 Fremdsprache mit 5 Wochenstunden von Klasse 5–7, anschließend 4 Stunden wöchentlich. Aufgrund der Forderung, so und so viel A–C levels zu erreichen, wird über neue Wege und Möglichkeiten zum Erreichen dieses Ziels debattiert. Da arbeiten die Lehrer nach 32 Wochenstunden Unterricht noch in ihrer Freizeit mit Schülern, fertigen zusätzliches Material an. Es bleibt kaum Zeit für individuelle Weiterbildungen Vorbereitungen. Ein deutscher Lehrer arbeitet in Mecklenburg-Vorpommern 27 Stunden maximal. An unserer Schule kann jeder 3 Tage im Schuljahr für Fortbildung vom Unterricht freigestellt werden, im Bedarfsfall auch länger.

Wir würden gern einmal Kollegen von England an unserer Schule begrüßen, damit auch sie von uns lernen können. Unsere Lehrer, die in 5–10 unterrichten, können alle 1 oder 2 Fremdsprachen, so daß es also kaum Verständigungsprobleme geben dürfte.

Kehren wir zum Ausgangspunkt meiner Gedanken zurück. Warum sind im modern language department nur noch 5/4 Kollegen? Ich erfahre, daß auch finanzielle Fragen eine Rolle spielen können und bin entsetzt. So ein wichtiges Thema – Fremdspracherlernen – kann nicht im Ermessensbereich der einzelnen Schule liegen. Sollte Schule wirklich wie ein Betrieb zu managen sein? Es wird scheinbar versucht, meiner Meinung nach zu Lasten der Kinder. Schule kann und darf nicht nach marktwirtschaftlichen Regeln regiert werden!

Liebe Deutschlehrer in englischen Schulen! Mit meinen Zeilen habe ich versucht, Beobachtungen spontan wiederzugeben, ich hatte leider keine Gelegenheit mit Headteachers zu sprechen. Vielleicht habe ich auch einiges falsch beobachtet oder nicht richtige Schlußfolgerungen gezogen. Bitte sehen Sie mir dies nach. Die Zeit, die mir zur Verfügung stand war knapp bemessen. Was ich erreichen möchte ist, daß man in den Kollegien diskutiert auch Headteachers von unserer Sache zu überzeugen. Ich wünsche Ihnen allen verständnisvolle Headteachers und in Zukunft mehr Wochenstunden für Fremdsprache Deutsch!

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Technology, work and culture in Karlsruhe.

Sue Roberts North Warwickshire College, Nuneaton

From 3–16 July, 1994, I had the pleasure and privilege of attending the Goethe-Institut Fortbildungsseminar L4: Technik, Arbeit und Kultur in Karlsruhe. Both in terms of content and venue this was a new venture for the Goethe-Institut in its international programme for the professional development of German teachers. The initiative reflects the growing demand for German language skills and cultural awareness in an increasingly internationalised world of work. The 23 successful applicants for this course came from Britain (2), Denmark (2), Sweden (1), Finland (2), Norway (3), Russia (1), Rumania (2), Bulgaria (1), Slovenia (1), Spain (1), Italy (2), Greece (1), the USA (3) and Canada (1). German was the *only* common language of the group. The intensive two-week programme was designed by members of the Goethe-Institut in collaboration with the University of Karlsruhe which hosted the programme.

With the seminar the medium was the message. We the teachers/learners, were given a well-structured learning situation, punctuated with expert advice on each topic. We were provided with a wealth of relevant materials and possible paths of enquiry were flagged up with many useful hints and tips. However, we were expected to be proactive from day one and to work individually, in pairs, in small groups and in the large group, creating both individually and collectively the learning momentum. From the first day onwards the bare seminar room walls were filled with a changing kaleidoscope of graphically-presented insights and revelations in a colourful mixture of handwriting styles.

I spent a whole morning observing people's behaviour in and around the Stadtsparkasse as my individual task for the Recherche I. 'Erlebte Landeskunde' means watching, listening, inhaling the smells and asking questions if you can catch someone's eye. It requires suspending your familiarity with everyday transactions in Germany and resisting the impulse to cut and run with a bagful of brochures. If you look hard enough you can work out all the unwritten codes of behaviour and see how far people obey the universal signs and instructions. Was this bank different from my own bank at home? Yes, it was bigger, lighter, airier, quieter, the customers spanned a greater age range and there was a wider range of computerised self-service machines which a six-year-old could – and did – use. Everyone heeded the strategically – but not obtrusively – placed illustrated sign which invited customers to keep a respectful distance from one another while queueing for service. This contrasted sharply with the blunt 'Queue here' barrier in my own bank which causes a bottleneck of bodies in the middle of the bank whilst allowing individual customers to enjoy an oasis of calm at the service counter. The information clerk in the entrance hall was a local woman who had worked there for 35 years. New technology, old-style customer service.

Recherche II was investigating student perceptions of university life and beyond. Each of the students, from a variety of faculties, chose one of us – sight unseen – on the basis of our individual questions to them. A sort of blind date. Being paired off with a younger version of myself gave me considerable pause for thought. I had not consciously asked the question of what it would be like to study Germanistik in Karlsruhe in the 1990s, but I was given the answer. Although it was suggested that the Abitur had been made easier to boost the numbers eligible for higher education, there was no evidence from my anecdotal experience that the present generation of undergraduates is lacking in critical faculties. Furthermore, computer illiterates need not apply. High-tech has considerably expedited access to research documents and student essays are expected to be word-processed in a strictly prescribed manner. Whether the part-time jobs which finance the lengthy stay at university are the cause or effect of the high-tech skills was difficult to assess; certainly it creates synergy. Reflecting on the present and future lifestyle of my 27-year-old undergraduate hostess and her friends made me think, yet again, that we, in Britain, are still locked into premature 'Karriere machen'.

Recherche III was the core of the seminar: the relationship between technology, work and culture, with a choice of focus on any of these three concepts. Along with three of my colleagues from Sweden, Finland and Canada, I chose High-Tech and Innovation. A royal welcome at the air-conditioned Institut für Systemtechnik und Innovations-Forschung gave us condensed information on funding bodies, initiators and innovators in this field, as well as on social attitudes to technological innovation. An equally royal welcome at the equally air-conditioned company Hitex GmbH gave us a textbook case study of the flexibility of a successful, small, innovative electronics firm, set up originally as a 'Systemhaus' for Siemens. Having spent half a day on a group visit to the new Mercedes plant at Rastatt, intended for the new small car production, we could also draw comparisons between the two German giants, Siemens and Mercedes, in their politics for innovation and world-wide expansion: 'Made by Mercedes' rather than 'Made in Germany' being claimed as the new economic imperative, for instance.

Noticeable by its absence was the perspective of the European Union. (Not that we could have crammed any more in.) However, when we raised this question we were told that the topic of 'Europa' was being considered for a future seminar for German specialists. Karlsruhe would serve equally well as a venue for an 'Europa' seminar since it is a non-partisan, visitor-friendly city, just a short drive from Strasbourg, across the unsupervised border with France. Furthermore, Karlsruhe reminds you of the increasing influence of the lawyers and technologists on the social fabric of our lives.

CALL in Germany: a case study

Erwin Thiem De Montfort University
Leicester

During a seminar week at the Europäische Akademie Berlin during the summer of 1994, I was able to pursue my research interests in computer assisted language learning by visiting the Technische Universität Berlin (TU) where a wide range of language courses has been developed in the ZEMS (Zentraleinrichtung Moderne Sprachen). At the present time the following main languages are offered: English, French, Italian, Portuguese, Russian, Spanish for German students and German as a Foreign Language for international students. Ad hoc courses in Arabic, Chinese, Greek and Turkish are also possible if there is sufficient demand.

At the end of 1992 the university's Academic Senate adopted a programme for the promotion of foreign language learning. Two central features of this programme were the introduction of certificates of achievement in languages at all levels, which were to become part of the general examination regulations, and increased support for the learning of languages through self-study. The concept of 'autonomous learning' recognised that increasing numbers of students are forced to finance part or the whole of their studies through gainful employment and are not always able to attend the full complement of formal lectures and seminars. It was envisaged that in languages technology would play an important role in self-access learning.

CALL at the TU

My first contact in the ZEMS was a senior academic whose interest in computing has been oriented towards linguistic and textual analysis applications, but who showed himself to be an enthusiastic supporter of CALL in general and has therefore been given the task of implementing the senate's policy decision regarding autonomous language learning. He was in the process of submitting the first draft of a plan for a new open access learning centre. This has the aim of providing the latest technological support for language learners at the TU, in line with the recommendation made by the university authorities. In drawing up his plan, he had to take account of the allocated funding for the project and to consider the kind of technology that would best fulfil the needs of self-study. The proposals include the installation of networked or stand-alone workstations with multimedia facilities, including CD-ROM, satellite TV and electronic communication links.

With regard to software acquisition, attention has to be paid to the wide range of languages and levels. The question arises whether it is best to acquire dedicated software and integrate this into the language programme or to purchase authoring packages which allow the tutors to construct programs which reflect the aims and objectives of their own syllabus. It has been recommended that there should be at least one high-powered multimedia tutor workstation dedicated to software development and evaluation and that a software research and development assistant should be appointed. At least one full-time technician and resources/network manager would also be required, particularly if the centre is to be linked to the campus network.

Current hardware and software at the TU

At present the technological facilities in the ZEMS consist of one 18-position and one 24-position language laboratory with an extensive library of audio cassettes. There is also a 5-position video viewing room and the ZEMS has set up its own small computer room which contains six stand-alone computers. Students can access the computers here during given times and there is also a booking system run by Central Computer Services for groups or individuals who wish to use the computer labs in the Maths or Computer Science areas.

Each computer in the ZEMS computer room is loaded with the same menu of CALL programs. A small number of English and French programs are already included, but the main language catered for in terms of software is German as a Foreign Language. These are all programs developed in-house by a member of the department. The software author demonstrated the software with a small group of international students. He is quite happy to distribute his software to students with no copyright restrictions for home use or to be used elsewhere on site and was willing to supply a copy for review purposes.

CALL for German at the TU

My last scheduled consultation with CALL specialists at the TU took place in the 'Institut für Fachdidaktik Deutsch als Fremdsprache', a department of the TU which is concerned with teacher training courses and research into German language teaching methodology. There I observed a demonstration of the sophisticated CD-ROM-based multimedia software that is being developed for a project on teaching German as a Foreign language to mechanical engineering students.

The small project team is concered not only with the methodological aspects of multimedia language learning but also with the practical aspects of program control through a standardised GUI (Graphics User Interface) to indicate and regulate the actual status of training. These control elements are divided into obligatory and facultative ones, necessary for most CALL authoring. The aim is to provide ease of access to and from the computer and the language learning software, so that the learner is not inhibited by the technology. The model program being developed is intended to demonstrate the design and functionality of such language training software.

The program, called 'Verbindungsarten', deals with the various ways of joining materials together, e.g. with glue, solder, rivet, screw, or weld. The various methods are respresented graphically on screen in animated sequences. In addition, video clips of individual processes can be activated by the user. The graphics are accompanied by a descriptive text. You can use the German–German lexicon to look up any word. The screen presentation is standardised so that once the meaning of the symbols for the various activating buttons have been learnt, this is a standard procedure throughout the whole program.

Since the program has the twofold aim of consolidating knowledge of mechanical engineering processes as well as practice in the German language, a range of CALL exercises is an integral part of the software. The simplest of these presents a graphic with an accompanying noun, e.g. 'der Winkel'; you have to indicate whether the noun is accompanied by the correct definite article or not. If not, you type in the correct article. Another graphics exercise requires you to indicate whether the textual description matches the graphic. You can click on the appropriate button to call up a series of graphics until you find the one you think matches the text. Other text-based exercises feature practice of noun plurals, verb conjugations, adjectival endings, word definitions, gapfill, text reconstruction and manipulation. A help facility is available at every stage and hints are given whenever a wrong input is made. You are allowed two attempts before the program tells you the correct answer. You can also skip a question and return to it later, or give up and ask for the correct answer to be given. At the end of each exercise the score is given with an analysis of the results. With this program, which is still in its development stage, the team is addressing the vexed question of teaching language through content or teaching content through language. Subject areas such as the sciences and engineering are still rather neglected. The program attempts to use a high-tech approach to offer a self-study mode of learning for German for Special Purposes, focusing on subject specific terminology, linguistic functions and structures. The use of authentic audiovisual materials presented on CD-ROM provides a viable and interactive alternative to textbook learning. The standardisation of the GUI is an attempt to simplify the language learning strategies and techniques essential to the efficient use of elaborate technology.

Conclusion

The German programs at the TU are still being tested and developed but demonstrate the possibilities of in-house production if there is a dedicated individual or a small team of enthusiastic CALL practitioners on hand. The feedback from students appears to indicate that they find the software useful to practice various aspects of the German language. It was interesting to observe the kind of interaction that takes place when small groups working together at a computer are faced with even the most unsophisticated and unpretentious computer exercise, for example, vocabulary and grammar practice. Discussion takes place about the decisions that have to be made (more advanced students can be encouraged to do this in the foreign language) and there is a real sense of achievement when the task is successfully completed. For work with texts, students seemed to find it very difficult to try to answer comprehension questions unless they were able to refer to a printout. Working with a printed version made the activity far more meaningful and was preferred to recall of the original text on the monitor screen.

It is apparent that the TU is intent upon the provision of opportunities for use of CALL materials in an open access language learning situation rather than classroom use. Apart from the self-study language learning centre, another initiative, to be sponsored by state and industry, has the aim of the creation of a small 'Institut für Unterricht und Computer'. This will provide a centre dedicated to research on computer based learning on an institution-wide basis and will promote projects in all subject areas, including languages. An ongoing dialogue with members of the ZEMS on CALL developments should prove to be mutually beneficial.

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Poetry Translation Competition

Klabund: *Winterschlaf*

The Editorial Board were pleased to receive a large number of entries for this year's competition. Particularly commendable were the translations sent in by the Year 12 pupils of Katharine Lady Berkely's School, Wotton under Edge. This year's winner though is **Mrs. Catherine Cochrane** of Casterton School, Kirkby Lonsdale She receives as her prize a copy of the *Oxford Companion to German Literature*, generously donated by Oxford University Press. Her winning entry is printed below alongside the original.

Winter Sleep

The year now turns to winter;
For a poet lines come slow.
The summer time is over,
And flowers do not grow.

With subjects frozen over,
How can I write or sing?
It's time to search my inner soul
– Not an easy thing.

I sit and think so long,
My trouser seat wears through.
No good! I'll have to hibernate
As frogs and toads all do.

Winterschlaf

Indem man sich zum Winter wendet,
Hat es der Dichter schwer,
Der Sommer ist geendet,
Und eine Blume wächst nicht mehr.

Was soll man da besingen?
Die meisten Requisiten sind vereist.
Man muß schon in die eigene Seele dringen
– Jedoch, da hapert's meist.

Man sitzt besorgt auf seinem Hintern.
Man sinnt und sitzt sich seine Hose durch,
– Da hilft das eben nichts, da muß man
 eben überwintern
Wie Frosch und Lurch.

Klabund (1890-1928)

Reviews

Hörtexte Wirtschaftsdeutsch. Weermann, Wolfgang. *Klett (Edition Deutsch), 1993. 2 cassettes (c. 140 mins). DM 42,-. 3-12-675222-5. Begleitheft mit Übungen und Transkriptionen. 117 pp. DM 38,-. 3-12-675218-7.*

Testfragen Wirtschaftsdeutsch. Brüggemann, Wilhelm and Hemberger, Karl with Wolfgang Weermann. *Klett (Edition Deutsch), 1993. 104 pp. DM 10,80. 3-12-675230-6.*

Hörtexte Wirtschaftsdeutsch is a collection of 34 audio texts, most lasting about three to four minutes, and is meant to supplement and build on the material presented in the two Klett publications *Business – auf deutsch* (1991 – reviewed in GT, June 1992) and *Wirtschaft – auf deutsch* (1992 – GT, December 1993). For those who wish to use the tapes in conjunction with the textbooks there is a useful table provided in the front of the *Begleitheft* which links the audio texts with appropriate sections in the textbooks.

It is claimed, however, quite justifiably, that the material can be used independently of the textbooks since the self-contained audio texts do not appear in either of the latter. Like the earlier books, these materials are not intended to have a clear linguistic progression, and as such they are most likely to prove a valuable resource for learners with a good grounding in the principal structures of the language, most probably for post-A-level learners in the first year of an applied German course in HE (the introduction recommends the *Zertifikat Deutsch als Fremdsprache* as an entry level). Texts such as 'Satzungsentwurf für die Europäische Zentralbank', 'Auswirkungen von Dollarschwankungen auf die deutsche Wirtschaft', 'Aderlaß für die deutsche Werbung durch EG' and 'Gewerkschaften als Arbeitgeber' could all be used profitably with students combining the study of German with Commerce, Economics or Business Studies.

The materials, almost exclusively authentic extracts from economics programmes broadcast by the Bayerische Rundfunk, feature a variety of text types: interviews, studio discussions, short reports, news features, news bulletins, portraits of people and firms, and one song (by the inevitable Reinhard Mey). The editor/author has been careful to avoid material which will date too quickly, and as a result the materials should happily serve their purpose until the turn of the century. The *Begleitheft* contains full transcriptions and one or two pages of exercises for each audio extract. The latter, all in German, include pre-listening tasks, exercises aiming to support both global and detailed comprehension, as well as a number of transfer exercises.

These materials will prove invaluable to teachers of business or economics German. The price of the cassettes is not exorbitant, and although at DM 38,- the accompanying material looks expensive, it is all photocopiable and a total outlay of around £30 for what could *easily* provide a year's worth of listening and related material is not such a bad deal.

Testfragen Wirtschaftsdeutsch is an interesting book aimed at learners with an advanced level of proficiency who wish to test or extend their knowledge of economics and business German. It might be appropriate for able learners on an A-level course, otherwise it is probably most likely to benefit post-A-level students.

Twelve sections each provide twelve questions on commercial and economic topics, including: 'Brief/Telex', 'Am Telefon', 'Werbung und Messe', 'Die Verkaufsverhandlung', 'Lieferung', 'Banken und Zahlungsverkehr', 'Die Unternehmung', 'Die Produktion', 'Finanzierung und Verwaltung', 'Branchen und Märkte', 'Wirtschaftspolitik', 'Die EG'. Each section is supported by an extensive key which not only provides answers to the mostly multiple-choice questions but also explains each answer, often in some detail. This makes the book stand out alongside other self-access materials. There is a glossary of 300 useful or common economic terms in English, French and Italian which are well translated, but English speakers may occasionally be frustrated by the layout here which, spread across two pages with the German term in column 1 and the English equivalent in column 4, makes it difficult to match the appropriate terms in what are typographically dense lists.

The book might be used as a supplementary resource to the Klett textbooks mentioned above or to teacher-compiled *dossiers*. Besides helping to increase learners' specialist lexis the material will also extend their knowledge of general commercial concepts and aspects of German economics ('Was versteht man unter "Protektionismus?"' or 'Was versteht man unter dem "Bruttosozialprodukt?"')

JOHN KLAPPER
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Eurolab: Deutsch-Plus. Gray, Oliver. *Revilo Language Cards, 1993. 20 cassettes with workcards, answer sheets, mark record and transcript. £60 + VAT. 1-897609-55-8.*

This set of 20 five-minute audio cassettes with question cards in English and German, answer sheets, mark-recording chart and transcript booklet is intended primarily for self-study for students in the 6th form. The themes can be divided into topics covering 'Umwelt', 'Bildung', 'Drogenmißbrauch', 'Gesellschaftsprobleme', 'Jugendliche', 'Politik', and one or two other items. They can therefore be used individually for listening practice or can offer stimulus for classroom discussions for an A-level topic.

There is a good variety of register amongst the recordings. 'Jugendkriminalität' has two supposed delinquents playing the parts with evident relish, giving a lively conversation with suitable jargon: 'und wie sollst du sonst an Kohle "rankommen"?'; 'wenn die Bullen sich dann so anstellen . . . .'; 'hey, du mußt cool sein'. . . etc. 'Abtreibung' is dealt with by two teenage girls in a real-life scenario with slightly less colourful language. 'Rechtsradikalismus' gives an earnest and well-balanced discussion of the problem, while 'Theater-AG' is a lighthearted portrayal of two lads trying without success to chat up girls from a posh local school.

My 6th formers have enjoyed working with this package. For exam practice purposes in my school it is a pity that the German questions are of the Ja/Nein Falsch/Richtig variety. However, the English questions are more searching and students found it much more demanding to answer adequately in their own language than with similar exercises from other sources in the target language . . . but this is a comment on the nature of testing in the target language and not an inherent feature of this material.

The recordings are clear, the accents varied and, above all, the scenarios are lively and spontaneous. *Eurolab: Deutsch Plus* is exactly right for the target group and I would welcome more of the same.

SHEILA MASON
Neston County High School

Themen neu. Ausgabe in zwei Bänden. Aufderstraße, Hartmut; Bock, Heiko; Gerdes, Mechthild. *Max Hueber Verlag, 1993. Kursbuch 1, Arbeitsbuch 1.*

Turbo 1. Steindl, Michael. *Inter Nationes, 1993. Video, Begleitheft.*

Von Aachen bis Zwickau. Jugendliche vor dem Mikro. Happe, Marlies; Schmidt, Roland; Lindemann, Angelika. *2 cassettes, resource file.*

Zur Analyse, Begutachtung und Entwicklung von Lehrwerken fur den fremdsprachlichen Deutschunterricht. Kast, Bernd and Neuner, Gerhard. *Langenscheidt, 1994. 276 pp. DM34,80. 3-468-49445-9.*

The authors may well be familiar to you. Neuner's *Übungstypologie zum kommuni-*

kativen Deutschunterricht was an inspiration to many of us as we struggled (and indeed continue to struggle) with the challenge of A-level in the GCSE era. Kast's *Literatur im Unterrich*t is a gem. If you have not read it, borrow it form your nearest Goethe-Institut at the earliest opportunity.

Zur Analyse, Begutachtung und Entwicklung von Lehrwerken is written in much the same style as Übungstypologie. It is an edited work with bite-sized contributions, some more digestible than others, from a list of academics and teachers, some better known than others.

The book is beautifully structured. It gets off to a predictably theoretical start which, although heavy going, offers *inter alia* some interesting insights into the process of coursebook selection for German schools. This is followed by a generally stimulating guided tour through all the criteria you should ever need to consider when judging a coursebook. Kast's chapter on the four skills is a highlight. It is relevant, written in an easily accessible style and reminds us of much of what we should be doing and probably are not, not least in the areas of reading and listening. Chapters on vocabulary, grammar and the visual and intercultural elements are required reading for any teacher of modern languages.

Have you ever asked yourself how you could introduce a new coursebook without wounding the sensitivities of colleagues such as those who have been using *Deutsches Leben* for 30 years and find it very satisfactory? This book tells you how to do so by exploiting your next training day in an active, collaborative, hands-on way. This section is an INSET provider's dream.

You may wish to write your own coursebook. You may wish simply to produce better supplementary materials. Follow the advice in this book and you will not go far wrong.

Having informed the reader of all the questions which need to be asked of a coursebook, the authors put 29 relatively recent publications to the test, listing their comments under 'Pro' and 'Contrat'. This section could hardly be more user-friendly. How valuable it is to the secondary school teacher of German in the UK, however, may be open to question. Twenty-two of the coursebooks reviewed are written for adults and only single copies of a few of the titles, I suspect, are likely to be found in our departmental stock-cupboards. This should not stop you reading the critiques, however. In the light of the information provided, you may well consider abandoning your current favourite for *Deutsch Aktiv* or *Das Deutschmobil*.

Should you be considering a move towards a DaF-type coursebook, head straight for chapter five, which provides a list of 58 publications with details of authors, publishers, course components, number of pages, length of cassettes and prices. Add to this the reviews of chapter three and you are already well placed to judge the extent to which at least some of your criteria are met.

The book has a great deal to commend it. The investment of DM 34,80 is worthy of serious consideration. It is not without its weaknesses, however. Reading a few of the contributions is like swimming through tar. Stricter editing may have obviated some overlap and repetition. Is not the challenge of differentiation a serious omission? Is there not a risk that the book will date as prices change and new courses come onto the market?

These are comparatively minor criticisms of a most stimulating and informative read. If only there were something similar, perhaps in abbreviated form, relating to coursebooks in common use in UK schools!

GARY CHAMBERS
University of Leeds, School of Education

Friedrich Dürrenmatt. Schriftsteller und Maler. Weber, Ulrich and von Planta, Anna. *Diogenes Verlag, 1994. 320 pp. DM54,-. 3-257-02049.*

This massive book, 9 × 11 inches and weighing some four pounds, is the catalogue for the first major exhibition(s) of Dürrenmatt's writings and paintings since his death in Neuchâtel in 1990.

In 1987, Dürrenmatt offered to donate his *Nachlaß* to the Swiss government on condition that they founded at the same time a Swiss national literary archive: ironically, this was opened a month after his death and is now a Mecca for scholars of Swiss studies. But the Dürrenmatt catalogue actually covers *two* exhibitions: one, *Friedrich Dürrenmatt. Querfahrt. Das literarische Werk,* held in the archive in Berne, and the other, *Friedrich Dürrenmatt. Portrait eines Universums. Das zeichnerische und malerische Werk,* held in the Kunsthaus in Zürich – and the material therein is a veritable *Fundgrube* for Dürrenmatt scholars. There are photographs of his earliest years in Konolfingen and Berne, copies of his manuscripts in that wonderful *Blockschrift* whose precision and elegance contrasts so markedly with the savagery of his lithography and his paintings. Then, of particular interest, synopses of variants to his plays, particularly the endings of *Der Besuch der alten Dame.*

For those yet unaware of the magnitude of Dürrenmatt's work as an artist, the many fine, often scurrilous, but also witty and pointed lithographs and paintings will come as a great surprise. It becomes clear that he was much more than a mere dilettante in this art-form; many show his Expressionist roots (seen too in his plays), or, even further back, his kinship with Bosch or Breughel – and all substantiate his oft-made claim: 'Nicht meine Gedanken erzwingen meine Bilder, meine Bilder erzwingen meine Gedanken'. His was a true *Doppelbegabung.*

The catalogue also contains a number of original essays by well-known Dürrenmatt scholars (Arnold, Jens, Rüedi – his present biographer – Loetscher and Gignoux), who assess his achievements in both art forms. There are also excerpts from Dürrenmatt's writings, correspondence and speeches which show the themes which dominated his works and life, especially the scientific topics.

The present reviewer believes that future research will show that the *Querdenker* Friedrich Dürrenmatt was a more major figure in German and European culture than certain critics, who perhaps have not got beyond *Der Besuch der alten Dame* and *Der Richter und sein Henker,* will have us believe. These exhibitions might yet prove to be the first steps in their re-education.

KENNETH WHITTON
Leeds

Christa Wolf: Der geteilte Himmel. Gerlach, Ingeborg. *Diesterweg (Grundlagen und Gedanken zum Verständis erzählender Literatur), 1993. 72 pp. DM 11,80. 3-425-061 70-4*

Ingeborg Gerlach's concise and clearly written study of Christa Wolf's first important work can be warmly recommended for a number of reasons. It sets the story informatively in its political, economic and literary contexts; offers an illuminating analysis of its structure and style; it has well balanced sections on characters, problems and ideas; and examines in detail the reception of the work in both East and West from the early critical controversies of the sixties through to the renewed interest and arguments surrounding it and its author since the demise of the GDR.

Of particular merit is Gerlach's appreciation of what she aptly terms Wolf's 'gemäßigten Modernismus', especially the effects achieved by intermingling two time-levels in the story and the way this technique is made to serve the central theme of 'hope'. Whilst not entirely uncritical – she rightly finds fault with some rather forced aspects of the plot and with a style that at times borders on *Kitsch* when describing nature or evoking the love between Rita and Manfred Gerlach – makes a convincing case for the story's realism and mounts a staunch defence of it in the face of feminist criticisms.

My only reservation would be that rather more space is devoted to background and reception than is normally the case in this excellent series. As a result some aspects of the text itself, e.g. the title metaphor and related natural descriptions or characters like Wendland and Manfred's father, get relatively short shrift. From a student's point of view this is a pity, as is the fact that the 'Wort- und Sachkommentar' is restricted to just over two sides. The latter is very helpful on some points of detail, thus providing a valuable supplement to the notes in Agnes Cardinal's edition in the Twentieth Century German Texts series, but a lot of things, especially biblical and other literary references, are unfortunately left unexplained.

Nevertheless this volume should prove a

useful aid and perhaps also an encouragement to the study of a work that, far from being of merely historical interest, has taken on a new kind of relevance for a Germany formally united, but in some senses as divided as ever. And at a time when many would have us believe that all utopias are discredited, Gerlach credits Christa Wolf with having produced 'vielleicht die kühnste Utopie, die in der DDR entworfen wurde', perhaps another good reason for studying *Der geteilte Himmel.*

DAVID HORROCKS
University of Keele

Der Spiegel: Aktuelle Themen in der Bundesrepublik Deutschland. Zimmer-Loew, Helene and Moss, Anne. *Oxford University Press, 1994 vi + 160 pp. £7.50. 0-19-912203-2.*

People feel strongly about *Der Spiegel.* Some like the choice of controversial issues and the flamboyant style; others regard the approach as superficial and the style as a mixture of trendy *Fremdwörter* and name-dropping.

Support for both views can be found in this selection of 40 articles, grouped into five sections: 'Lebensstil', 'Kultur und Geschichte', 'Jugend und Ausbildung', 'Wirtschaft'. 'Gesundheit und Umwelt'.

Though mainly published between 1988 and 1991, the articles remain topical, for Germany and elsewhere. They treat, for example, safety on the roads, the effects of the pill on population trends, attacks on foreigners, street gangs, sun bathing and cancer, environmentally friendly tourism.

Some may object that these issues are not very profound. Yet these are the issues that students increasingly wish to discuss at A level. Furthermore, most of them can be exploited at different levels. In this respect, the book is excellent. Each article is accompanied not only by a few comprehension questions, but by imaginative suggestions for speaking, group work and writing. For example, activities proposed after an article on the continuing role of bicycles in the Swiss army are: a discussion on the usefulness of bicycles in the Swiss context, the planning of a campaign to reduce armaments under the slogan 'Fahrräder statt Panzer', and the writing of an advertisement for the sale of surplus bicycles to civilians. Photographs offer further stimuli for discussion.

However even students who will comprehend the gist of the articles will have to work hard to understand the text thoroughly. The vocabulary is wide and often allusive or colloquial. For instance, the reaction of a theatre audience is described thus: 'Gemeinsam lachen und jubeln dann alternative Mädchen im Second-hand-Look, schnieke Yuppie-Fräuleins und perlenbehängte Bildungsbürgerinnen' Help is provided: after each article cultural references are explained and about 40 words defined in clear German.

The journalistic register should probably not be the only one to which students are exposed, but within that register, this carefully and imaginatively edited selection of texts can be warmly recommended.

Collins Pocket German Grammar. New colour edition. Maclean, Ilse and Sinclair-Knight, Lorna. *HarperCollins, 1994. 253 pp. £5.99. 0-00-470156-9.*

Collins Pocket German Verb Tables. New colour edition. Maclean, Ilse and Sinclair-Knight, Lorna. *HarperCollings, 1994. 254 pp. £5.99. 0-00-470153-4.*

2000 German Verbs. Andrews, David and Kopleck, Horst. *Barnes & Noble, 1993. xliii (grammar overvied) + 204 pp. + xxix (index of verbs). $5.95. 1-56619-201-3.*

This grammar book is appealingly presented in a handy pocket size with a plastic cover carrying the bright colours of the German flag for easy identification. When one opens the books the use of a browny-red colour to highlight important or new points transmits the impression of a systematic overview and clear rules which can be mastered. The rules are presented on the left-hand side of a double page with number references in brown referring to examples on the right half. It is the sort of book a student with good intentions might pick up at a bookseller's thinking: 'I must do something about my grammar – this is the answer to my problems'. Is it?

Both the strength and the weakness of the book lies in its brevity and conciseness. The authors try to give a full overview of the grammar covering all aspects. This leads to extensive use of grammatical terms which many students will find hard to handle (e.g. sibilant, conditional perfect, etc.) I myself had to look occasionally at the examples to work out what was meant and then thought 'Ah . . . that's what it's called'. The authors cram a lot of detail under each heading to be comprehensive. This means that the student (especially the beginner) has to read the book very selectively and ignore what is not yet relevant (for example, in the section on verbs, indicative and subjunctive are dealt with on the same pages). The language used for rules is compressed and demanding. When dealing with complex problems, the authors have at times sacrificed precision for comprehensiveness. The most striking example of the latter is the chapter on punctuation.

All in all, the book can serve as a reference work for a student who wants to look up a point quickly, is able to cope with the compressed language and can recognise principles in the examples. The beginner, however, would probably be served better by a grammar book concentrating on basics and explaining linguistic functions, like Paul Webster's *The German Handbook*. The more advanced student with a fair command of structure will find a fairly comprehensive and in general accurate reference book.

The Collins book is published in the same shape and colour scheme as the Pocket Grammar. Barnes, and Noble's book on verbs is smaller (9 × 14 cm). Both books thankfully contain a glossary on grammatical terms, the Collins explains just 12 terms, Barnes and Noble more than 30 (though unfortunately not the American word 'Past Perfect' which we call Pluperfect).

In the overview of Verbs a distinct difference in the intentions of the authors becomes apparent. The Collins concentrates on the technical side, on how to form the indicative, the subjunctive, the passive, etc., while Barnes and Noble also try to show the reader when and how to use which verb form. Their grammar section on verbs is written in clear, easy language, uses simple examples in heavy print and concentrates on essentials. Barnes and Noble do not include tables on the principles of verb formation, since the verb tables provide full lists of all the verb forms both in the indicative and the subjunctive, the conditional, the infinitives, participles and imperatives. For the modal verbs, 'haben', 'sein', 'kennen', 'wissen' and 'sehen' an additional page is dedicated to usage. These notes would do credit to any grammar book. The shortcoming of this host of information is tiny print which demands a determined student to read it.

The Collins concentrates in the verb tables on the indicative and subjunctive of the Present, Imperfect, Future I and the Perfect Tenses. Imperatives are listed at the bottom of the page. Clear presentation, with important points highlighted in brown, makes the tables easy to read. If the reader required the verb forms of the other tenses he or she would have to apply the principles presented in the general section on verbs.

Both books intend to present the most common 200 verbs in full. Predictably there is some agreement on what is 'common' but there are also differences. On balance I would regard the Collins slightly more up-to-date here than the Barnes and Noble. However, since there is a list of some 2000 verbs given at the end of each book referring the reader to relevant verb patterns, this selection of the 200 is not so vital.

So, which one is to be preferred? Anyone who would like to look up just the technicalities of basic verb formation is well served by the Collins verb tables. They are easy to follow. Those who are prepared to plough through less well presented material in small print, but would like to receive general grammatical information on the usage of verbs, would find the verb tables of Barnes and Noble helpful.

ELISABETH SCHULLTE
Chefwynde, Barrow

Germane Ideas for German Teachers. Goodman, Stanley and Lucas, *Collins Educational, 1993. 48 pp. £17.95. 0-00-320121-x.*

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Der eine und die andere. Szenische Dialoge. *Müller, Helmut. Ernst Klett Verlag, 1994. 56 pp. DM 9.80, Cassette DM 36, -. 3-12-675420-1/675421-x Distributed by Schoolbooks Ltd.*

Germane Ideas for German Teachers consists of 48 photocopiable worksheets designed for Year 7 pupils and above covers the National Curriculum Areas of Experience. All instructions are in the target language.

The worksheets are visually appealing. The drawings are clear and attractive and there is a great variety in layout and heading style which makes them lively to look at. The text is all hand-printed but is very clear. My only criticism of the layout is that some of the sheets are rather cramped on the page so that there is barely room for the gap-filling exercises (and they would probably not reproduce clearly on a Banda copier).

The authors state that they provide germane ideas for all teachers and are suitable for supply teachers, teachers called upon to provide cover at short notice and for leaving work in one's absence. Whilst the first three of these are undoubtedly true, there are relatively few which could provide a whole lesson's work without any assistance from the teacher. Some of the worksheets contain as many as six different activities which could easily fill a whole lesson, whilst others have just one simple activity which could be completed in about 10 minutes. Some need an exercise book and a few need a reference book (e.g. an atlas) to complete.

There is a wide range of exercise types in the book, covering speaking, reading and writing. They vary considerably in complexity, the simplest consisting of copying or colouring in, whereas the more complex involve answering a letter to a penfriend or writing sentences with prepositional phrases. Other activities are word searches, anagrams, gap-filling exercises, finding the odd one out, answering questions about a picture, and pairwork. There is some good material for Christmas and Easter activities.

In conclustion, I would say that this book, although not particularly original in content, provides much useful material. It would be particularly valuable to enliven older textbooks and to provide differentiated material. It could be a most helpful resource, always provided you have a generous photocopying allowance or access to printing facilities.

Der eine und die andere consists of 21 short scenes, each about a page in length, a mini-drama in five acts and a 'Schlußkonzert für Chor und drei Solostimmen'. They have been specially written for teaching German and there is an accompanying cassette which was not available for review. Some of the scenes are illustrated and there is a witticism at the end of each scene.

As the title indicates, many of the scenes are between a man and a woman although the author emphasises in his introduction that relations between the sexes and emancipation are not supposed to be the main themes of this collection, many of the scenes are concerned with these topics. All the scenes are short and liguistically quite straightforward. However they mostly contain humorous twists of a fairly sophisticated nature and would probably not be well received by pupils below the sixth form.

At the end of the book are detailed notes by Christa Dauviller suggesting ways in which each dialogue could be exploited in the classroom. She has some imaginative ideas, for example giving the class the part of 'der eine' and getting them to write the part of 'die andere'. There are also suggestions for follow-up discussions such as the role of money in marriage or what is 'typically German'.

This book would have little application in a school situation as the content and style are not likely to appeal. However, a few of the playlets could be used as a stimulus to discussion in the Sixth Form. They would probably be useful in an intermediate or advanced adult class.

DEBORAH DAWE
The Godolphin and Latymer School, Hammersmith, London

Die Schreibschule 1 & 2. Lackamp, Monica and Pradelli, Helga Portius. *Moritz Diesterweg Verlag, 1994. 60 pp. and 68 pp. DM 16,80 each. 3-425-05997-1/05998-x.*

Distributed by European Schoolbooks Ltd.

Living German. Buckley, R. W. Revised by Delia Sexton. *Hodder & Stoughton, 1994 (5th revised edition). 368 pp. £5.99, cassette £8.99, book & cassette pack £14.99. 0-340-59672-4/59673-2/59674-0.*

As these review pages show, teachers are spoilt for choice with the richness of multimedia resources available. The printed text, particularly with a dedicated topic, is usually the cheapest resource, so with limited funds it is ideal if language departments can have a reliable range of pick and mix materials to supplement their choice of main course. *Die Schreibschule 1 & 2* though not especially cheap, contain examples of just about every conceivable writing task: form filling, letter writing, post cards, CVs, descriptions, job applications, short messages and diary entries. The second volume extends to poems, tales, stories and newspaper articles.

The authenticity of the material here is obviously beyond doubt and much of it should stimulate the learner. The unit on diaries for instance has an extract from Anne Frank; the 'Lebenslauf' unit has a section on Franz Beckenbauer; and in the second volume there's a nice page (20) on 'Partnersuche'. Page 39 in Volume 1 is ideal for the GCSE personal identification topic. Though stimulating, the material is also very demanding. The authors state that they assume a good knowledge of German grammar. Many of the exercises, to which there is a partial key, confirm this.

Though Volume 1 is for Beginners and Volume 2 for Advanced – publisher's info – I could imagine using the first as a useful post-GCSE bridging guide to consolidating writing skills, and some of the second for A Level itself. Both workbooks are well presented and encourage good habits of learning. Each unit has extensive word lists and the reader is often encouraged to use a dictionary. If funds allow, the first volume in particular would be a useful addition to stock.

Living German, popular in the past with evening class students, first publisjed in 1957, is now revived in this revised edition. A recorded cassette with pronunciation guide comes as something of an add-on extra and is directed at the independent adult learner, in the office or car. The recordings in fact highlight the book's approach as they contain some of the mainly narrative material as the central text of each unit. Emphasis on narrative rather than dialogue reminds you of an approach to language learning from 37 years ago, overtaking *Deutsches Leben* (1936) only in its focus on a slightly more tangible picture of daily life. Memories of the well-tried *Sprich mal Deutsch* (1967) are shaken and stirred.

The approach is also grammar-driven. The reference section at the back amounts to 60 pages. Translation exercises into German, confined by the grammar point at issue, start in the second chapter. An early exercise on pronouns shows the risks of the grammar-led imperative. As stimulus we have: 'Das Fräulein hat keinen Mann'. The key to the exercises reveals the answer: 'Es hat keinen'. Both expressions have a note of unreality equalled by a reference to the Saxon genitive in page 39 and sanctioning of 'einer Mutter Arbeit' as good German.

With its narrative-led and grammar-driven focus the book fails to place the *Realien* of modern courses centre stage. Though revised is shows its age and wrinkles: 'Bonn liegt auch am Rhein und ist die Haupstadt von Deutschland' (page 12). Like all antiques it has curiosity value. It has its place in the catalogue of language learning memorabilia.

BOB WOOLLEY
S.E. Derbyshire College

Brennpunkt. Sandry, Claire; Somerville, Judy. *Nelson (Bath/Nelson Modern Languages Project), 1994. Students' book £12.99. Teacher's resource pack £30.00. Cassette pack (3 cassettes, 1 self-study duplicating master) £50.00 + VAT. 0-17-449136-0/449137-9/449140-9*

Brennpunkt is a new communicative course for post-16 study.

Described by the publishers as an exciting and structured bridge between GCSE and A Level it consists of a students' book, a teacher's resource book and a cassette pack. Later there is rumoured to be a video and I.T. components.

The students' book is well constructed

and informative providing contents, a map of unified Germany, as well as Austria and Switzerland and an overview of the contents of each chapter. Within the student's book all of the topics are relevant and accessible to GCSE/A-level students and they are progressive as they move from personal to the world today and then to the future.

Within each chapter there is plenty of material to stimulate work in all four skills, to build on strengths and to eliminate weaknesses. It is very pleasing to see a great emphasis placed on reading and on grammar and also suggestions for possible I.T. work. My main criticism of the students' book is the crowded pages. I feel also that there could have been more colour in it.

The book achieves many of its aims for development in that it is well structured, has full coverage of all of the topics and skills required for post-16 examinations and is promoting cultural awareness which allows for cross curricular work. The teacher's resource book provokes many ideas for enlivening material and the teaching and learning styles, and also gives ideas for extending, developing and revisiting material to ensure a firm grasp of it by each student. The pack of three cassettes contains 2 × 90 minutes of listening activities based firmly on the students' book and duplicating master cassette to allow individual learning to take place.

All components of this resource are carefully structured to provide support, differentiation and a clear path of progress from GCSE to post-16 examinations and above all A Level. I am very pleased to see this new resource on the scene and would heartily recommend it for use from Year 11 onwards.
NIGEL FRANKLIN
The Sydney Russell School, Dagenham

Georg Lukács: German Realists in the Nineteenth Century. Livingstone, Rodney (ed.). Translated by Jeremy Gaines and Paul Keast. *Libris, 1993. xx + 360 pp. £40. 1-870352-60-2*

Beneath the ideological baggage and time-bound polemic of these most important of Lukács's essays (published between 1935–50) there are many shrewd insights and stimulating lines of thought. What impresses most is their breadth, the historical and literary knowledge which the Hungarian-born scholar brings to bear on writers and works. Convinced of the humanistic basis of much of German literature, his essays are a milestone in the exploration of nineteenth-century German literature in its European context.

Rodney Livingstone has provided an introduction giving background to Lukács and the intellectual climate, summarising and assessing the essays. Seven major writers are treated by Lukács: Kleist is seen as a tragically divided, reactionary modernist; Eichendorff, the arch-Romantic striving for purity, yet achieving a certain realism in the folk-tale form; Büchner the consistent plebeian revolutionary, yet unable to solve the contradictions of his times, misappropriated by Fascism as a precursor. Heine is the lone revolutionary with no class or party to turn to for support, forced into so many vacillations and so many ugly compromises, the last Romantic writer and the first modern poet. The Keller essay is still valuable, showing Keller as great realist and democrat and what he owes to Swiss and German traditions. Raabe is a fundamentally 'plebeian' writer, while the late Fontane, though grasping the contradictions of Bismarckian Prussian Germany, is unable to perceive the forces which might renew it. Though one may disagree with Lukács's ultimate argument, one cannot ignore him. It may be optimistic to say he might become topical again (p. xxvii), but there is much to be learned from him. These essays also offer a good introduction for anyone interested in nineteenth-century German writing, for his arguments are clearly developed and he has in general been well served by the present translation. The notes provide useful explanations of key terms and personalities. A few quibbles: despite the translator's note, 'plebeian' is not ideal for *volkstümlich*, and *Weltanschauung* does not necessarily have Fascist connotations; in some cases (especiall that of Heine) the German original of poetry cited is omitted, but in others included (e.g. Eichendorff).
JOHN GUTHRIE
New Hall, Cambridge

Collins Online Dictionary, English–German, German–English, French–German, German–French. Version 2.20. LinguaTech International *HarperCollins, 1993. £59 for one bilingual dictionary; additional dictionaries (including Spanish and Italian) £29 each.*

Collins Series 100 Dictionary, English–German, German–English. AND software B.V. & AND Technology Ltd. *HarperCollins, 1992. £69 for one bilingual dictionary; additional dictionaries (including Spanish and Italian) £39 each.*

When using an on-line dictionary, the advantages of the computer's rapid search and copying facilities need to be balanced against the frustration caused by unfamiliar programs which apparently do not do what they have been asked to do. These two on-line dictionaries both have attractive and useful features and are comparatively easy to use after a little self-instruction. The newer *Series 100* has more vocabulary items, and worked well with Windows; the *Collins Online* worked well in both DOS and Windows, but has fewer items.

System requirements are for at least a 286 with less than 2 Mb on the hard disk, plus 120K RAM. Both of these dictionaries were relatively easily installed, with clear instructions for both. Both could be installed to work within DOS and Windows, and could be called up into word-processing files (Word Perfect 5.1 and Word for Windows 6.0, in my case) and the items pasted into the document; once learned, the quick keys are simple to use. In Windows, it was necessary to have both Word and the *Series 100* programs open at once and to click between the screens; in Word Perfect for DOS, the Hotkey combinations were fast.

In the *Series 100* there was a choice for the language of on-screen instructions – English or French! But there was also, at the point of installation, the choice of languge for the help file. Advanced learners would benefit from German in the rubric, but intermediate learners will choose explanations in English anyway. Changing the dictionary in use whilst in the program proved useful; in Windows I found it useful to have two open at once and swap between them, as the function key shortcuts are not compatible with Word. (These can be altered.) The idea is that the user can call up the dictionary whilst typing, and paste in the required items.

The *Online* dictionaries are user-friendly, but with fewer entries. For example, the *Series 100* will give a translation for 'Barrel organ' as well as for 'barrel', the *Online* program only gives the latter. Umlauts and special characters need to be typed in, using ASCII codes. Browsing becomes even more of a temptation when you can see an interesting word and just click on it – as an example of this interesting serendipity, *Männerchor* led me to *Manometer!* as a phrase meaning Wow!

The *Series 100* minimal typing facility will also anticipate what you are searching for and go to similar items. I tried cross-checking the entry for 'prone' in the English–German dictionary, leading to *hingestreckt*, then swapped to German–English and was surprised to find *hingeben, hingebungsvoll, hingegen, hingerissen, hing* (etc.) but not *hingestreckt* which I also could not find under 'stretch' of 'strecken'. This is only an example of the limitations on the entries in any dictionary, paper or electronic.

Whether you choose the *Series 100* or the *Collins Online* depends on the learners or users you have in mind. Advantages of the *Collins Online* are the wide range of dictionaries available, including French–Spanish and French–German, the ability to 'annotate', i.e. add or edit items, cross-referencing and swapping mode for those with too little memory, the Screen Read which will look up words from a word-processed document. Advantages of the *Series 100* are the larger corpus of items, the minimal typing facility and wildcard search, cross-referencing within a definition and the ability to print out a definition.

One thing I should have liked to see in both dictionaries was an indication of pronunciation, for example, looking up 'led' took me to 'lead', for which the first definition was the metal! In this sense, the entries were less comprehensive than in the Collins dictionary in book form; examples sentences were also fewer. But ease of use for students who are already using a computer anyway, outweighs this drawback. If the dictionaries are installed in a network, it is important to restrict student access to annotate, delete or change directories to their own files or accounts.

TRICIA COVERDALE-JONES
University of Humberside

Hören Sie mal! 2. Übungen zum Hörverständnis. Hümmler-Hille, Claudia; von Jan, Eduard. *Max Hueber Verlag, 1994. Available through European Schoolbooks Ltd. Book 111 pp. 3 cassettes 141 minutes. Book £17.95. Book & cassettes £49.95. 3-19-011500-1.*

Hören Sie mal! 2 comprises a set of listening exercises of everyday German which is suitable for the intermediate adult learner. It has the same concept as *Hören Sie mal! 1* which is designed for beginners. There are 10 chapters each with four different spoken texts (mainly dialogues). Although it is not explicitly stated, the topics and grammar follow closely those of *Themen (neu) 2*. However, *Hören Sie mal! 2* is a suitable complement to any existing course.

The companion book with photocopy masters provides varied and interesting exercises, ranging from multiple choice to text reconstruction. Although *Hören Sie mal!* is primarily concerned with listening comprehension there are also a number of exercises involving reading and writing skills. There is a clear progression within the exercises for each dialogue which at first helps the student to understand the text globally. After listening to the tape several times, learners are enabled to draw out more and more details with each subsequent exercise, and they can also review their answers to the previous exercises. Not unlike situations in 'real' life, the listeners are confronted with complex language that reaches beyond their active knowledge. Although it cannot be denied that the texts were designed for didactic purposes, the authors and speakers tried to make the texts as authentic as can be reasonably expected for this level with complex language at a realistic speed. They definitely succeeded with their concept. However, those teachers who prefer 'genuine' authenticity with a lot of background noises and slurred pronunciation should not consider *Hören Sie mal! 2*.

The main strength of the material lies in its versatility. It can be used in the classroom (small group/large group) and the language lab. As well as for self-study purposes because of the clarity of its instructions, the key to the exercises and the transcripts of all spoken texts at the end of the book. Some of the exercises can be rather lengthy, so that it is often advisable to let students do them in their own time outside formal tuition. Self-access centres should have *Hören Sie mal! 2* on their shelves. Since it is very useful for training learners to listen for key words, it can be recommended to all teachers who wish to enhance listening skills of their students. For those working with *Themen (neu) 2*, it is an absolute must.

DIETMAR WOZNIAK
University of Birmingham

Rechtswissenschaft. Lese- und Arbeitsbuch. Jung, Lothar. *Max Hueber Verlag, 1994. Book 192 pp. DM 38,-. 2 cassettes DM 42,-. 3-19-001561-9.*

In contrast to German for business where publishers and authors have been taking full advantage of an ever growing market, German for lawyers has long suffered from a total absence of suitable language materials, largely because the potential market is fairly limited and the specialist subject and language are considered 'difficult'.

1994 has seen the first publications in this area (at least within the Anglo-German world), one the work under review, the other *Deutsche Juristen im Gespräch* (Gisela Shaw, published by Klett) which focuses on authentic audio-recorded interviews with German lawyers. Lothar Jung's textbook and accompanying two cassettes introduce non-German native speakers to the basic concepts and terminology of German law in the broadest sense. They also deal with aspects of German grammar that are of particular relevance in legal language. Each of the 25 chapters comprises a brief introductory section, a text and questions for reading comprehension, a grammar section and an exercise in aural comprehension.

Recordings are studio- produced using one female and one male voice alternately. No vocabulary lists are offered as individuals' needs are seen to vary too much at this level.

Topics covered are: legal training, German and European constitutional issues, nine different areas of law and the structure and workings of German courts. The book concludes with a final test (and answers) and transcriptions of recorded materials.

Fairly stringent demands are made on learners' linguistic and conceptual abilities, which points to most fruitful use in the final year of undergraduate studies and beyond (at least in British universities), particularly if, as the author suggests, the materials are to be covered within one or two semesters (depending on whether class contact amounts to 4 or 2 hours a week). Lexis and syntax presuppose a considerable degree of motivation on the part of the learner if the programme is to be completed at this pace.

Jung's work successfully reinforces the claim that linguists are perfectly capable of tackling this subject of great international importance so far eschewed by them, especially if they are fortunate enough to benefit from support by colleagues in their Law Faculty. Those already teaching in the area of law and German will be delighted at the publication this valuable learning aid. Others may feel encouraged to approach it with greater confidence, albeit aware that they themselves may have to do a good deal of learning first.

GISELA SHAW
University of the West of England, Bristol

Themen neu. Ausgabe in zwei Bänden. Aufderstraße, Hartmut *et al. Max Hueber Verlag, 1994. Kursbuch 1 220 pp. £13.95. Arbeitsbuch 1 240 pp. £11.50. 3-19-011566-4-X*

Themen neu, Ausgabe in zwei Bänden, Volume 1, is based on the same principle as the contracted version of the old edition. The *Kursbuch* and *Arbeitsbuch* include fifteen chapters, i.e. only five chapters of Volume 2 are included. The chapters are reproduced faithfully and no changes have been made. The only amendments occur in the grammar overview at the back of the *Kursbuch* to reflect the new course contents. Unfortunately, the *Lehrerhandbuch, Teil 2*, the *Sprechübungen 1*, the *Textheft* and the *Glossare* have not been published yet. The comments regarding the contents of this new edition are the same as for *Themen neu, Band 1* and *Band 2*, i.e. the reading texts have been made shorter and a greater variety is offered in comparison to the old edition. There are more exercises to develop writing skills and easier listening comprehension material, and the grammar at the end is no longer structured chapter by chapter but according to categories, such as *Artikel und Nomen*. The authors tried to simplify both the terminology in general and the syntax explanations and structures. As in the *Ausgabe in drei Bänden* the first part (Chapters 1–10 = Volume 1) has been changed more radically than the second part (Chapters 11–15 = first half of Volume 2). Material on *Landeskunde* topics has been extended and brought up to date and the layout and most of the photos and drawings have also been updated. This version of *Themen* lends itself both to students who participate in intensive courses and are determined to achieve a higher level as soon as possible, and to learners who are committed to studying German for a longer time and want to save some money by buying the cheaper contracted version.

PETRA WEND
Middlesex University

Tina Turner. Preston, Kate. **Elvis Presley**. Beggs, Karen. **Madonna.** Preston, Kate and St. Michael, Mick. All translated by Peter Budweg and Maria-Thérèse Schins. *Klett, 1994/1994/1992.56 pp/48 pp./47 pp. All £4.45. 3-12-554760-1/554770-9/554750-4.*

These three biographies appear to have been translated from an English source (the Adult Literacy and Basic Skills Unit) and so were, it seems, originally intended to provide interesting subject matter for slow readers in English. Not only are the individual books quite thin, they contain a large number of black-and-white photographs and are printed in large type with in some cases only two sentences per page.

By importing these translations the distributors hope that books about universally known stars from the world of popular music presented in a simple, clear way will prove attractive enough for pupils of German in English schools to want to read them.

It seems to me that this begs a number of questions. Are the subjects of these books so famous and their life-stories so familiar that potential readers will be put off by the fact that the treatment is so lacking in depth and unlikely to reveal anything they do not know already? Or are the stars not so old (or, in one case, dead) that they cannot compete with more youthful pop idols in arousing interest? Is it a mistake to suppose that texts marketed for slow readers in Germany will be suitable for ordinary learners of German in English schools (It is true that only the occasional sentence has more than one clause, but some of the vocabulary is not likely to be encountered in the average coursebook – 'Er kam nie über billige Tricks hinaus, und konnte die musikalische Entwicklung von Elvis nicht fördern'; 'hart und abgebrüht'; 'Er saß: öfter wegen Schlägereien im Knast'.) Is it to be recommended in the spirit of the National Curriculum that a pupil's German reading should reflect nothing about the culture of that country?

With these considerations I personally would not want to spend scarce capitation money on these titles. However, if it is thought that the subject matter is irrelevant as long as the pupils are encouraged to read some German and that presenting them with the not always edifying life-stories of American 'show biz' stars is the way to achieve this, then these books could very well do the trick.

GEOFFREY MARTIN
John Smeaton Community High School, Leeds

Deutsche Idiomatik. Synonymwörterbuch der deutschen Sprache. Schemann, Hans. *Klett/PONS, 1993. clix + 1037 pp. DM138,-. 3-12-517780-4.*

Hier ist endlich eine Sammlung, die deutsche Redensarten und feste Wendungen ausgiebig und systematisch behandelt. Hans Schemanns Synonymwörterbuch zeichnet sich aus durch (1) das erstmalige Erfassen des aktuellen Bestandes an deutschen Redewendungen in seiner (bestmöglichen) Vollständigkeit, (2) die Wiedergabe von Varianten, Kontextalternativen und Sprechaktrestriktionen zu den einzelnen Beispielen, (3) ein übersichtlich gestaltetes durchstrukturiertes Alphabetisierungsschema, und (4) eine umfassende Bibliographie zum Thema.

Die rund 33 000 angeführten Redewendungen aus Literatur, Presse, Wörterbüchern und spontanen Sprechakten werden in ihren Bedeutungszusammenhängen aufgeschlüsselt und in ihren unterschiedlichen Funktionen und Formen ausführlich erklärt. Reichhaltiges Beispielmaterial illustriert den Gebrauch der Redewendungen mit dem Ziel, diese in ihrer gesamten Kontextkonstellation eingebettet darzustellen. Das folgende Beispiel soll illustrieren, wie die einzelnen Einträge in ihrer Umgebung 'situiert' werden:

> **Blitzableiter: jn als Blitzableiter benutzen** (brauchen/. . .) ugs
> Warum schnauzt er den Bierwe denn so an'? Der ist doch an der ganzen Sache nicht schuld. – Natürlich nicht. Aber das ist immer so: wenn irgend etwas nicht klappt, schimpft der Alte den Bierwe aus. Den benutzt er als Blitzableiter. Eine Stunde später ist alles immer wieder in Ordnung. (S.90)

Weitere Angaben zu den Stilebenen des jeweiligen Ausdrucks (wie literarisch, gehoben, vulgär oder umgangsprachlich: wie oben) und Hinweise zu allgemeinen stilistischen und rhetorischen Kriterien (wie veraltet, ironisch, gesagt von Kindern usw.) informieren über Gebräuchlichkeit und Markiertheit der einzelnen Einträge; dies geschieht möglichst in Anlehnung an die lebendige Sprache, um normativem Charakter vorzubeugen.

Durch ein zusätzliches Verweissystem das Verbindungen zwischen synonymen und quasi-synonymen Ausdrücken herstellt, werden relationale Angaben in bezug auf die Häufigkeit des Gebrauchs von Ausdrücken gemacht, z.B.: **ein böses/langes/großes Loch in den Beutel reißen . . .** (eher:) ins **Geld** gehen (2) (S.495) Durch solche Querverweise soll ein Mangel

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bisheriger einschlägiger Nachschlagewerke behoben werden: nämlich daß der Wörterbuchbenutzer, durch den ungeheuer reichen Idiombestand verunsichert, seltene Redewendungen benutzt, als wären sie gebräuchlich, oder gebräuchliche vermeidet. Hier wird versucht, auf diesem Weg ein Höchstmaß an Vollständigkeit mit einem Höchstmaß an Aktualität zu verbinden.

Voran geht neben einer ausführlichen Bibliographie eine wissenschaftliche Einführung über die deutsche Idiomatik. Hier werden die Definitionsebenen der deutschen Idiomatik, die grundlegenden Definitionskriterien, Konstruktionsmuster, sowie die historische, kulturelle und anthropologische Dimension der Idiomatik eingehend behandelt.

Als bisher reichste Fundgrube für den Idiombestand des heutigen Deutsch ist dieses Nachschlagewerk ein ideales Hilfsmittel für alle, die idiomatisch schreiben, aus einer Fremdsprache übersetzen oder sich ganz einfach den Reichtum deutscher Redewendungen erschließen möchten.

GABRIELLE HOGAN-BRUN
University of Bristol

Aktuelle Texte 4. Die Deutschen bei der Arbeit. Gibitz, Ulrich *Klett, 1994. Lesebuch 84 pp. DM 16,80. Lösungsheft DM 12,80. Cassette DM 36,-. 3-12-675250-0/675251-9/675254-3.*

Finding sufficient up-to-date varied texts of appropriate standard and devising various means to exploit them in class, can present a time-consuming challenge to teachers of advanced German. This slim publication could be used with bright, mature A-level groups but is more suitable for university tutorials and other classes with a good knowledge of German – even for teachers and students on intense refresher courses.

The book contains short sections on fields of employment and careers, on pop and sports stars (including the inevitable Steffi) and on satire (two excerpts from Heinrich Böll). The Job theme is introduced first with statistics, charts and a cartoon. These are followed by ten reading passages, chiefly from *Die Zeit*, six of which can also be heard clearly on the accompanying cassette and make very good listening. This provides two additional *Hörtexte*, the written form of which is only available in the *Lösungsheft*. The material includes a conference interpreter's comments on her work, a pub landlady's account of her dealings with customers and a nurse's description of the night shift on a women's cardiac ward.

The exercises include comprehension and multiple-choice questions, vocabulary work, short grammatical exercises (for which explanations would have to be sought elsewhere), suggestions for role-playing, essays and discussions – and strategies for coping with difficult texts. Generally, the level is above that of the exercises in *Authentik*, similar to that of OUP's *Der Spiegel : Aktuelle Themen*. One exercise, the writing down of the text of a Herbert Grönemeyer song presented only on the cassette, could prove daunting even with the best of audio systems and the sharpest of ears.

MARSALI DENING
Bath

Alle Einsteigen! 2. Saunders, Keith, Simpson, Mike; Ernst, Karin. *Hodder & Stoughton, 1994. Schülerbuch 273 pp. £7.99. Selbst tanken 179 pp. £31.50. Teacher's resoource file 338 pp. £36.50. 3 cassettes £31.50 + VAT: Colour OHTs (56 overheads) £41.50 + VAT. Flashcard file (100 cards) £41.50. Assessment file £31.50. 0-340-55734-6/58958-2/55735-4/55736-2/55741-9/55740-0 (no ISBN available for assessment file).*

Alle Einsteigen! 2 is the second part of a three-stage GCSE course in line with the National Curriculum. Part One of the course, appeared in 1992. Part 3 is due to be published in 1995.

Schülerbuch 2 continues the lively and colourful format of its predecessor. The coursebook comprises nine lengthy units, following an introductory section. The eight page *Einleitung* is divided into five subsections, which provide a comprehensive and varied introduction to the pupils of Lord Grey comprehensive in Milton Keynes, who will provide continuity from unit to unit, the school itself and the teachers. The *Teacher's Resource File 2* indicates that 'the introductory unit is designed to set up the narrative framework of *Alle Einsteigen! 2* and to revise the language of *Alle Einsteigen! 1*, thereby providing a link between *Schülerbuch 1* and *Schülerbuch 2'*. However, the suggestion of using a soft ball in a 'quick-fire questioning' session to revise material orally should be followed with caution. Light fittings are surprisingly expensive to replace! Any teacher who decides to use this course from book two onwards should find that her/his pupils quickly feel at home with the characters.

The nine main units of the course have a thematic link, an exchange visit undertaken by pupils from the Lord Grey school. Within the units many topics are covered ranging from personal descriptions, travel, the German school system, food and drink and fashion to social issues relating to health, the environment and the Third World. There is a final short section, aptly named *Nachwort*, which takes place at the airport as the British schoolchildren prepare to return home.

As with *Schülerbuch 1* this follow-on continues the same visual format There is a high proportion of visual material on most pages, comprising photos, drawings, comic strips, maps and charts, and mostly in colour. The activities featured in all units are varied and include all National Curriculum Programmes of Study. There are short and lengthier reading passages, many opportunities for listening, speaking and writing in German as well as crossword puzzles, poems and games. Each unit also contains a section labelled ***i*** giving grammatical information, one entitled *Zusammenfassung*, a self-assessment section, and a new departure, entitled *Dies und Das – von allem was!* containing additional or alternative material. The instructions throughout are in German, and some are quite complex and will require careful work from the teacher so that pupils feel confident that they know what they should do. The useful *Wortschatz* section at the end of the book (German–English) tells the pupils not only what the words mean, but also where they are first encountered in the coursebook. This bilingual dictionary is preceeded by information on various grammatical features including plurals, parts of speech and tenses. *Schülerbuch 2* is every bit as good as *Schülerbuch 1*.

The same may also be said for the 338 page *Teacher's Resource File*, which is presented loose-leaf in a ring binder. I have previously described the Resource File accompanying book 1 as 'one of the most-comprehensive publications of its kind' and have no hesitation in giving this volume the same accolade. Each section of teaching notes comprises aims, materials and prior knowledge required, and an enormous variety of single and multi-skill activities and additional material. Every item is cross-referenced with the pupil's book and most are related by attainment target and level and area of experience to the National Curriculum

The Flashcards, unfortunately, also follow the format of those produced for Volume I. One hundred cards, printed on one side only and durable, may be found in a ring binder. They are in blue and black on shiny white card – and boring. The *Overhead Transparencies* on the other hand are excellent. There are many more in *Alle Einsteigen! 2* than in Volume I, and all are superb. Here is a colourful and very flexible resource. All could be used independently of the course, and many indeed are suitable for languages other than German. If you can afford nothing else, then do at least purchase the OHTs – a bargain at little over £40.

Alle Einsteigen! 2 also comprises a cassette set *(Cassettes A–C)*, a self-study photocopiable support pack for pupils *(Selbst tanken)*, which has an accompanying cassette and an *Assessment Pack*, due to be published in 1995. For those teachers who are already using *Alle Einsteigen! 1*, there is every reason to invest in the second volume – this is not like a Hollywood sequel that fails to maintain the standard of the original production. Teachers who are looking for a lively, colourful and well organised course with plenty of resource material need to look no further than *Alle Einsteigen!*

SUE KAYSER
John Kelly Girls' Technology College on secondment to the CTC Trust

Alle Affen und Giraffen. Kinderlieder zum Deutschunterricht. Rozek, Giusti, Zanata, Merci. *Verlag für Deutsch, 1993. Available through European Schoolbooks Ltd. Book 61 pp. £8.50. C.assette 90 minutes £12.75 + VAT. 3-88532-362-1.*

The song book and cassette come as accompanying material to *Deutsch mit Peter und Petra,* a course for learners of German as a foreign language. They are designed for children in the 6-11 age range and may be used independently of the course materials.

Some songs are traditional, others more modern, echoing the social circumstances of the post-war years, e.g. *So viel Heimlichkeit* and the *Hau-mich-nicht Lied.* Each song is accompanied by the written melody and tips for grammatical exploitation, activities and games. There are suggestions for inventing further verses, expanding vocabulary and verb tenses. Songs and suggestions are normally kept to one double page and many illustrations are provided which can be photocopied and used as worksheets. On the cassette each song is presented in three ways: (1) the song is sung by a child with an accompaniment provided by a range of instruments appropriate to the content of the song; (2) the text is spoken by the same child; (3) the music is repeated without words for the learners to hear and then join in. The teachers' notes give detailed and imaginative suggestions for a progression of activities to lead into the song at each of the three stages. The sound quality of the tape is excellent and in the third stage the melody is emphasised for learning purposes. The diction in most of the songs is clear and precise; in just a few, the words are slightly muffled by the accompaniment.

In this country, children of this age group learning German will probably be exposed to the language for an hour a week at most. The expectations regarding the overt practice of grammatical structures, e.g. the imperfect tense of strong verbs, is inappropriate and off-putting. Much of the vocabulary is difficult and outside the experience of the pupils (and some non-specialist teachers). Opportunities for extending cultural awareness have sometimes been missed and second and third verses not always given in written form. Year six and seven pupils who tried the songs were not impressed, preferring those by Manfred Wahl, (connected with *Wer, Wie, Was,* which use simple language to help the children memorise the structures they are learning at the time.

However, there are some good tunes and fun action songs. If teachers are selective in the choice of songs and their exploitation activities, this publication could be a useful addition to the German classroom.

Astro, Du und Ich 6. Auf dem Bauernhof. Anic, Visnja and Bordo. *Verlag für Deutsch, 1994. Available through European Schoolbooks Ltd. Book 31 pp. £5.80. Cassette £8.50 + VAT. 3-88532-385-0.*

This is one of a series of six publications which deal with specific themes and grammatical points for primary aged learners of German. The other titles are: *Beim Einkaufen, In der Stadt, Zu Hause, Beim Sport* and *In der Freizeit.* At the back of the book is a brief summary of the themes, vocabulary and grammar and tips on method. Also at the back are activities which include writing, a transcript of the dialogues on the tape and a list of the words used in the text.

Astro is a creature from outer space who makes friends with a girl called Nora, her dog, her cat and her parrot. Together they visit various parts of the farm, look at the animals, pick fruit in the orchard and work in the fields and vegetable garden. The text is clear, amusing and not babyish. The excellent colour illustrations allow for immediate comprehension of text. One side of a double-page spread shows the vocabulary to be used with illustrations; the second side contextualises the vocabulary, showing a picture of the appropriate part of the farm and the conversation of the people and animals in the form of speech bubbles. Vocabulary is extended in a variety of ways: through numbered items on a page, speech bubbles, captions, labels, plurals, extension to dialogues and the word list with articles and plurals.

Despite not having the cassette available, the Year six pupils who volunteered to look at it were full of enthusiasm. They appreciated the colour drawings and were delighted to find that they could understand the text from the illustrations and the context, and commented that they appreciated the font size and script. They found it useful for revision of work already covered (they had been learning German for eight months) and enjoyed the tasks at the end. They asked for other similar books.

If the other books in the series are anything like this and if the cassettes are clear, then this series will be a valuable addition to the primary classroom and particularly appropriate for children aged 6-10, offering the opportunity for independent learning and reading for pleasure.

Aurelia. Augustin, Viktor *et al. Langenscheidt, 1994. Available through European Schoolbooks Ltd. Grundbuch 110 pp. £9.50. Arbeitsbuch 106 pp. £7.95. Lehrerhandbuch 176 pp. £14.95. Overhead transparencies £68 + VAT. 2 cassettes £13.95 each 3-468-49520-X/49521-8/49522-6/49525-0/49523-4/2.*

Aurelia is undoubtedly the most exciting publication to come my way for a very long time! It comprises a fully illustrated pupils' story book in colour, not overcrowded with words, a workbook full of exciting activities which do not look in the least like exercises, two cassettes and a comprehensive teacher's book. There is also a file of OHTs, containing tips on the use of the OHP, sadly unavailable for review.

Aurelia is set in Berlin and relates the adventures of five children of various nationalities, a talking raven and a circus girl. The first book follows the fortunes of Aurelia as she is rescued from the Brandenburger Tor with a broken wing, is nursed back to health by the children and subsequently joins a circus. On tour the circus tent blows away and the children in Berlin arrange their own show to raise funds for the circus. The story in the first book ends with the disappearance of Aurelia for the second time and we are all left waiting for more!

The teacher's book gives an excellent rationale for the approach which encourages children to learn how to learn languages. It builds on the idea of receptive before productive language and promotes the language as the medium through which exciting activities can be undertaken and the story enjoyed. We are given an overview of the Scheme of Work and details of the methodology. Aspects of the multi-cultural nature of the work, drama, handicraft, creativity and other cross-curricular opportunities are highlighted, as well as the use of music and suggestopedia. Songs are given with piano music and guitar chords. The worksheets are photocopiable.

The authors suggest that each chapter (13 in all) should take six hours; thorough lesson plans are given for each chapter, including learning objectives and resources needed. Examples of target language utterances are given for both teacher and pupils. Comprehensive background notes and photographs of Berlin allow the teacher to comment on the colour photographs in the pupils' book. The course is full of rhymes and chants popular with young children. Some are in Turkish or English to reflect the multi-national character of Berlin.

The workbook rubrics are in German. However, the nature of the tasks is obvious and the tasks themselves such fun that they do not seem like work. Certainly, the pupils who tried them gained immense satisfaction from understanding the requirements by themselves and from the variety of activities.

The pupils loved the story book. The pictures are clear, the colour combinations good and the cartoon characters amusing without being babyish. Sometimes they are superimposed on photographs which adds to the reality of the story. The photographs also add to the cultural and geographical awareness of the pupils. The layout on each page is uncluttered and without too many words. The language is natural and colloquial covering topics such as family, friends, hobbies, descriptions, etc. almost incidentally.

The first cassette gives the *Horspiel*, an important component, which adds to the authenticity of the story. The second gives sound effects and rhythm as well as song.

It would take far more than the space available to do justice to this publication. I can find only two disadvantages to it:

1. at the rate of six hours per chapter, it

would take almost two years for our pupils to cover the first book.

2. not all of the teachers in the primary sector will have German as a first foreign language and will therefore find the teacher's book difficult. It is worth persevering with, as it is a vital component, but it would be even better if Langenscheidt were to produce an English version.

This is language as it should be learnt; I would advise anyone wishing to teach German to this age range and wanting a totally different approach to examine *Aurelia* before deciding on another course.

CANDY NEWMAN
Western Area Professional Centre, Chichester, West Sussex

Die politischen Parteien in der Bundesrepublik Deutschland. Parteienstaat in der Krise. Helbig, Ludwig. *Diesterweg, 1993. Available through European Schoolbooks Ltd. £12.75. 3-425-07510-1.*

The word *Parteienstaat* is usually translated as party government. However, the German political parties have assumed a prominent role in the political life of Germany, which goes much further than any concept of party government in the Anglo–American world. The *Parteienstaat* is at the core of the German political system invading all parts of public life. This is why everybody who is interested in German politics should acquire some basic knowledge of the political parties and system of party government in Germany

Ludwig Helbig's reader can provide this knowledge. Helbig has been involved in political education in Germany for years and his book is clearly intended for German students studying social sciences in the *Oberstufe*. It is divided into ten chapters. The first chapter describes in some detail the major political parties (CDU, CSU, SPD, FDP, B90/Grüne, PDS, Republikaner). Topics like their policies, voters, members etc. are addressed. The second chapter provides the reader with a justification of the system of party government. The next chapters address various aspects of the *Parteienstaat* ranging from the finance of politics, the behaviour of voters and the causes of *Politikverdrossenheit*. The last chapter is dedicated to ideas about reform. It can be said that all essential aspects of party government are dealt with in this volume. In addition to his comments, Helbig exposes the reader to 153 different sources, consisting of interviews, speeches by politicians, texts written by social scientists, newspaper articles and cartoons, transcripts of television programmes, etc. For each chapter, the material chosen comes from a variety of sources which represent a wide range of views so that the reader can make his own mind up about the current debate.

This book will probably not find its way into the classroom, unless some A-level students wish to embark on a project the German party state. However, it is a useful source of background information for the teacher and could also be used as part of an introduction to *Landeskunde* at universities. Since it has not been written for scholars of politics, the language is very accessible.

DIETMAR WOZNIAK
University of Birmingham

German Elementary Grammar. The English Version of Grundgrammatik Deutsch. Kars, Jürgen *et al. Diesterweg, 1993. Available through European Schoolbooks Ltd. v + 250 pp. £13.95. 3-425-06157-7.*

Grammatikbogen. Fiktionale Texte mit Aufgaben und Lösungsschlüsseln für den Unterricht Deutsch als Fremdsprache. Van Eunen *et al. Langenscheidt, 1994. Available through European Schoolbooks Ltd. 189 pp. ring-bound. £31.95. 3-468-49478-8.*

All the compliments that I paid when I reviewed the original *Grundgrammatik Deutsch* (*GT*, March 1989) also apply to the English translation. It is remarkably clear, very up-to-date in its approach, and stands out for its marvellous use of illustrations that support what is being said (e.g. the possessive in 'Das ist mein Hund' accompanied by a Busch caricature of Schopenhauer and his dog!).

At that time, I complained that whereas the book was intended for beginners, it could only be understood by post-A-level students. The English translation is intended to overcome this problem, and to a certain extent it does. However, the translation reads rather oddly in places and tends to be rather wooden. One wonders what a student will make of: 'Men are masculine in the language; women are feminine in the language', or: 'The subordinate clause can stand to the left of the main clause or to the right of the main clause. It can also stand in between the main clause.'

I was sent a copy of the mss. of this translation when it was being considered for a joint venture by a UK publisher. (The Reviews Editor has insisted that this does not disqualify me from doing this review.) At that time, I made several minor points, which have clearly all been taken up. But I made a more general point, namely that rather than a straight translation it would be better to adapt the book to meet the specific needs of the English and American reader and to give more indication of points of contrast between the two languages. Despite the subtitle, this has alas not been done; what we have here is simply a translation of the (albeit excellent) original.

Nonetheless, I can commend the book as a clear guide to modern approaches to German grammar. It is certainly worth a place on the teacher's bookshelf, even if it still falls short of what we would ideally like to give our students.

Teachers who believe that grammar should be presented in context will be delighted to see this collection of photocopiable *Arbeitsbogen*. There are 27 'chapters', each centred on a short modern text, on the basis of which a variety of exercises introduce and practice a specific grammar point. They are arranged in a grammarian's sequence (verbs, then nouns, then adjectives, etc.), but each set is clearly marked as to the language level at which it could be used. (But, of course, this is something about which individual users might disagree!)

The texts are by a variety of authors, some well known, others less so. But Tucholsky, Fried, Hein and Borchert are all represented.

The exercises are attractively laid out, not always with an eye to the most economical use of the photocopier. Each chapter also contains at least one *Info* section outlining the grammar covered, and also a page of solutions to the exercises.

I tried out with my third year class part of the chapter which uses jokes to teach modal verbs. They enjoyed it, and appeared to learn from it.

A drawback of this technique is that sometimes the vocabulary included in the literary texts is not the most essential for everyday communication. But this is outweighed by the sheer delight of working with entertaining and attractive materials. Certainly, with these worksheets the grammar pill is well sugared to make it as digestible as possible!

ALAN JONES
University of Herfordshire

Teaching Languages to Adults. Mixed Ability Teaching Meeting Learners' Needs. Ainslie, Susan. *CILT (Netword 3), 1994. 56 pp. £6.75 + £1.70 postage. 1-874016-33-X*

This title is the third in CILT's Netword series which is aimed at 'teachers of languages to adults in all learning environments'.

Given the vast and increasing numbers of adults who are involved in learning languages in a variety of venues, there are relatively few publications available to guide and stimulate teachers in this rewarding but demanding area. *The Adult Language Learner,* Arthur & Hurds (eds), CILT 1992, to which the author of the book under review contributed, described the adult learner of languages, examined some theories of language teaching and provided practical suggestions for developing language skills and evaluating student performance. Under the current title, however, Ainslie highlights the fact that for more teachers of adult groups the biggest challenge is the wide diversity of the students who come together to learn a language. In the space of four chapters and three appendices she undertakes to define 'mixed ability' and to suggest practical ways of working effectively with adult groups so as to meet individual student needs and to develop learner autonomy. The 'Over to You' section which ends each chapter encourages critical reading and further reflection.

Her exploration of the term 'mixed ability' in Chapter 1 is thorough and she expands sensitively and sensibly on the seven key areas identified. While making a convincing case for differentiation by task (examined in detail in Chapter 4), she never loses sight of the need for variety in activities and groupings in order to exploit lesson content effectively. Her suggestion for organising lessons into core work which unites the group, followed by branching activities to cater for individual learning needs, is sound. She examines four approaches to the branching stage, all of which could be used at different times, according to the materials available and the composition of the group. The appendices contain a useful lesson plan, advice for managers of Adult Education Centres and reference to accreditation in the light of new funding arrangements for adult courses and the need for efficient record keeping.

Ainslie focuses clearly on her theme and offers a clear, jargon-free handbook which provides some practical ideas for those teaching a language to adult learners in mixed ability groups.

ELIZABETH WITHERS
Birmingham

Von Aachen bis Zwickau. Jugendliche vor dem Mikro. Happe, Marlies; Schmidt, Roland; Lindemann, Angelika. *Inter Nationes, 1993. 162 pp.*

Jugendliche vor dem Mikro is the result of a journey undertaken by the authors in 1992 through recently reunified Germany, interviewing young people aged between 14 and 20 on a wide range of topics. While the material does not claim to be a definitive statement on the views of young Germans, it includes a spectrum of themes ranging from universal concerns such as relationships to subject matter which is unequivocally German. Examples of the latter include *Wehrdienst, Ausländerhaß, Nationalsozialismus* and of course *Wende* and *Wiedervereinigung*.

The interviews are provided on 2 cassettes and are graded according to perceived difficulty; each is accompanied by a transcript and associated exercises. For many topics, there are additional sheets of *Landeskundliche Informationen* and up-to-date statistics which provide background information. The whole is packaged in an attractive and sturdy loose-leaf folder.

I welcomed this material as my students are preparing *Die Probleme der Jugendlichen* as an A-Level topic. They generally found the subject matter interesting and relevant, although the accompanying material met with a varied response. Many of the questions required short or one-word answers, where more searching responses wouid have been appropriate for very able students. The interviews reflect the language used by young people, and I often had to explain colloquial expressions which would be inappropriate for an essay. Much of the background material was useful for discussions, even if we used only a few of the listening exercises. I would have welcomed some interviews on themes such as drugs, alcohol abuse, homelessness and Aids, which are not represented. This is a resource worth having, if one selects carefully the material relevant and most suited to one's particular students. I believe many of the interviews, although topical, will stand the test of time, especially those on the fall of the Berlin Wall.

INGRID DIXON
Wycombe High School

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Publications received

Listed below, pending review where appropriate, are all publications received since the last issue of the journal (excluding those already reviewed in the current issue) which are of potential relevance to the teaching of German and German Studies.

10,000 German Words. Rowlinson, William *Oxford University Press, 1993.*

10,000 German Words Minireference. Rowlinson, William. *Oxford University Press, 1994*

A-Level, AS-Level German. McKeane, Alasdair. *Longman Revise Guides, 1994.*

Alfred Andersch. Sansibar oder der letzte Grund. Sollmann, Kurt. *Diesterweg, 1994.*

Anna, Schmidt und Oskar. I. Derkow, B. and Kirsch, *D. Langenscheidt, 1994 Bilderbuch, Übungsbuch, video cassette.*

Astro, du und ich. Beim Sport/In der Freizeit/In der Stadt. Anic, Visnja and Bordo. *Verlag für Deutsch, 1994. 3 books, cassettes.*

Being a Head of Department. Flint, Amanda and Gordon, Anna Lise. *Concepts 6. Mary Glasgow Publications/Association for Language Learning, 1994.*

Betriebswirtschaft. Lese- und Arbeitsbuch. Jung, Lothar. *Max Hueber Verlag, 1993. Book, cassette.*

Breakthrough German Activity Book. Rach, Ruth. *Macmillan, 1994.*

Business German Distionary. Collin, P. H. *et al. Peter Collin Publishing, 1994.*

Der Zauberring, ein Vogel und ein gelbes Auto. Bildergeschichten. Hampel, Doris. *Verlag für Deutsch, 1994. Book, 2 cassettes.*

Deutsche Sprachprüfung für den Hochschulzugang ausländischer Studienbewerber (DSH). Jung, Lothar. *Verlag für Deutsch, 1994.*

Die deutsche Sprache. Entwicklungen und Tendenzen. Esser, Ursula and Muesch, Bettina. *Themenhefte zur Landeskunde. Max Hueber Verlag, 1994.*

Duden Band 12. Zitate und Aussprüche. Scholze-Stubenrecht, Werner. *Dudenverlag, 1993.*

Duden. Das große Wörterbuch der deutschen Sprache in acht Bänden. Vol. VI (Poz–Sik). Drosdowski, Günther, *et al. Dudenverlag, 1994.*

Durchblick. Hares, Rod; Hood, David; Berkemeier, Antje *John Murray, 1994. Student's book, resourse book.*

Express Track German. A Self-Study Course for Business and Pleasure. Opitz, Hilke; Paul, Barbara. *European Schoolbooks Publishing, 1994. Student's book, Transcripts/Solutions/Grammar, 4 cassettes.*

Franz Kafka. Die Verwandlung. Ulf, Abraham. *Diesterweg, 1993.*

German Grammar. Your Guide. Levick, Val; Radford, Glenise; McKeane, Alasdair. *Malvern Language Guides, 1994.*

German Key Words. Zahn, Dieter. *The Oleander Press, 1994*

German Verbs and Essentials of Grammar. *Passport, 1994.*

Get by in German. A Quick Beginner's Course. 2nd edition. Sprankling, Iris. *BBC Books, 1995. Course book, video book, video cassette, 2 audio cassettes.*

Hallo, Peter – wir lernen Deutsch I. Ein Sprachkurs für Kinder. Weisgerber, Bernhard; Böhm, Helga; Urbanek, Rüdiger. *Dürr & Kessler, 1994. Lehrbuch.*

Huckepack. Gemeinsam lernen macht Spaß. Deutsch als Fremdsprache für die Grundschule. Cros, Rotraud *et al. Klett, 1994. Handbuch, Materialienbuch*

Language Games and Activities. Langran, John and Purcell, Sue. *CILT, 1994.*

Let's Play Games in German. Schmidt, A. *NTC, 1994.*

Marktchance Wirtschaftsdeutsch. Bolten, Jürgen. *Klett, 1994.*

Medienlandschaft. Lill, Klaus. *Themenhefte zur Landeskunde. Max Hueber Verlag, 1994.*

Mitreden. Ein Deutschkurs zur Einführung in das Alltags- und Berufsleben. Dürsch, Barbara *et al. Max*

Hueber Verlag, 1994. Kursbuch, Lehrerhandbuch, cassette.

Music in the Making. A German Reader. Martin, John and Martin–Wünscher, Sigrid. *Hugo 's Language Books, 1994.*

Oxford–Duden Pistorial German–English Dictionary. Weiß, Joachim; Clark, Michael; Mohan, Bernadette. *Clarendon Press, 1994.*

Pocket Dictionary of Business German. Shaw, Gisela. *Hodder & Stoughton, 1995.*

Progressive Grammar of German: 5. Words and their Constituents. 6. The Lexicon and its Organization. West, Jonathan. *Authentik, 1994.*

Projekt Deutsch 2. Brien, Alistair; Brien, Sharon; Dobson, Shirley. *Oxford University Press, 1994. Evaluation packs.*

Sowieso I. Deutsch als Fremdsprache für Jugendliche. Funk, Hermann; Koenig, Michael; Scherling, Theo; Neuner, Gerd. *Langenscheidt, 1994. Kursbuch, Arbeitsbuch, 2 cassettes.*

Textarbeiter 2 & 3. Hassert, Tim *et al. Verlag für Deutsch, 1993. Sample disks.*

The German Language Today – A Linguistic Introduction. Russ, Charles V. J. *Routledge, 1994.*

Thematisch 6. Lanzer, Harriette; Corcoran, Pat; Walton, Ann; Webster, Brigitte; Arnold, Barbara. *Mary Glasgow Publications, 1994. Photocopiable resourses, cassette.*

Themen neu 3. Aufderstraße, Hartmut; Bönzli, Werner; Lohfert, Walter. *Max Hueber Verlag, 1994. Kursbuch*

The Narrative Fiction of Heinrich Böll. Butler, Michael (ed.) *Cambridge University Press, 1994.*

Thomas Mann. Tonio Kröger. Wild, Inge. *Diesterweg, 1994*

Turbo 2, 3, 4, 5, 6. *Inter Nationes, 1994. 5 videos, 5 Begleithefte.*

TV und Texte. CD-Rom. Loftus, Gerry; Loftus, Gudrun; Dyson, Peter. *Oxford University Press, 1994. Book, compact disk.*

Überblick. Hares, Rod; Hood, David; Berkemeier, Antje. *John Murray, 1994. Student's book, resourse book.*

Wirtschaft aus der Zeitung. Schmitz, Werner and Martelly, Ingola. *Klett, 1994.*

Wir und die anderen. Literatur zur Ausländerproblematik im DaF-Unterricht. Wicke, Rainer E. *Verlag für Deutsch, 1994.*

Working with your Student Teacher. Fletcher, Sarah and Calvert, Mike. *Concepts 5. Mary Glasgow Publications/Assosiation for Language Learning, 1994.*

Zertifikat Deutsch als Fremsprache. Übungstests zum Hörverstehen. Koll, Rotraud *et al. Verlag für Deutsch, 1993. Book, cassette.*

Zertifikat Deutsch als Fremsprache. Übungstests zum Leseverstehen. Koll, Rotraud *et al. Verlag für Deutsch, 1993.*

News and notes

Deutschland

The number of people seeking **asylum in Germany** last year totalled 127,210, down 60 per cent on the 1993 total of 322,599, which was down 26 per cent on 1992. The reason: tighter rules on entry from abroad. The largest number of asylum-seekers last year came from what is left of Yugoslavia, over 30,000; followed by Turkey, 19,000; Romania 9,600; and Bosnia-Herzegovina, 7,300. The proportion of entrants from eastern and south-western Europe has fallen from 66 per cent of the total in 1993 to 45 per cent in 1994, probably because of special agreements Germany signed with a number of countries (including the Czech Republic, Bulgaria and Poland) on the return of illegal aliens. Despite the tight controls, Germany remains the most popular country in the European Union for people from poorer countries seeking a new life.

Deutsche Bahn A.G. set up on Jan 1 1994 by merging the western Deutsche Bundesbahn and the eastern Deutsche Reichsbahn, made a small profit on its first year of operation. Pre-tax earnings of DM 88m from a turnover of DM 23.8bn reflected a growth of 2.2 per cent on the previous year when the national railway system still operated as two separate companies. As in Britain, the railways face heavy competition from road travel. Deutsche Bundesbahn initiated a number of rebates and discounts to woo passengers but although transport figures rose there was little extra revenue. Lately some success has been achieved with the 'Bahncard,' which costs a flat annual fee and entitles the holders to a 50 per cent reduction on all fares.

Germany are **inveterate holidaymakers**. This year 52 per cent of the population will take a holiday of five days or more, according to the Hamburg-based BAT Research Institute on Leisure Time, and the eastern Länder are expected to benefit from the growing interest western Germans are showing in 'discovering' the new states. For the first time last year just as many western Germans (eight per cent) took their holidays on the North Sea as in southern Germany. And as living standards rise in the east, more and more of the people there are developing a taste for travel although their holidays tend to be shorter.

British composer **Sir Harrison Birtwhistle** has been awarded the prestigious International Music Prize of the Munich-based Ernst von Siemens Foundation. The award, which has been described as Music's Nobel Prize and worth DM 250,000, was presented to him at a ceremony in Munich on May 2, followed by a concert of his works.

German direct **investment in Britain** in the first six months of 1994 totalled DM 2,793m, compared with DM 452m in the same period last year, a six-fold increase. Britain drew more German investment than any other country inside or outside the European Union, but Spain was close behind with investment of DM 2,548m, also a big increase compared with DM 664m in January-June 1993.

Potsdam University has introduced an **M.A. course in Jewish studies,** the first German university to do so. It is off to a highly successful start: although the academic year has just begun, 170 students have already enrolled. The university has explained that it does not want the course to be 'an exotic discipline' but to integrate varied professional areas of academic work with the common goal of reducing prejudices and promoting tolerance. The study course is said to be unique and it is hoped that it will serve as a model for others else-

where. Although the accent is on the Jewish religion and German–Jewish history, other subjects dealt with include philosophy, languages, sociology, law and art history – all from the point of view of increasing knowledge and understanding.

The first **bilingual guide to the links between Germany and Britain** has just been released as a joint venture by the Foreign Office in Bonn and the Foreign and Commonwealth Office in London. It is entitled DIRECTORY OF BRITISH–GERMAN CO-OPERATION and contains 224 pages of addresses likely to be useful in politics, business, education and culture. It will be of value especially for the younger generation and all those wishing to participate in exchange programmes and build up cultural and other social links. The booklet has a wide-ranging list of twinning partnerships in Germany and Britain, university co-operation agreements and numerous Anglo–German societies.

Source: German Embassy, London

Österreich

„Mit diesem 1. Jänner 1995 hat für uns Österreicher auch **ein Jahr der dankbaren Erinnerung** begonnen. Hinter uns liegen 50 Friedensjahre – und 40 Jahre der Freiheit und Unabhängigkeit. Kaum einer anderen Generation vor uns war je ein ähnliches Glück beschert", erklärte Bundespräsident Dr. Thomas Klestil in seiner Neujahrsansprache im Fernsehen. „Hinter uns liegt eine vielbewunderte Erfolgsgeschichte – vor uns aber liegt eine ganz neue Zeitrechnung, geprägt von Integration nach Westen und Öffnung im Osten, von weltweiten Informationsströmen und von wachsender Konkurrenz um Märkte und Arbeitsplätze. Unter diesen Vorzeichen müssen wir unseren Spitzenplatz unter den Industriestaaten erneut festigen – der EU-Beitritt garantiert unsere Chancengleichheit in Europa", sagte Bundespräsident Klestil.

Von Fortschritten bei der Rekonstruktion des **„Turms von Babel"** berichtete Wilfried Allinger-Csollich vom Institut für Sprachen und Kultur des Alten Orients der Universität Innsbruck kürzlich anläßlich eines Wiener Symposiums über den Beitrag Österreichs zur archäologischen Erforschung des Orients. Seit 1980 gräbt ein österreichisches Forscherteam in Birs Nimrud, vormals Borsippa (Irak) Reste eines Stufenturms aus, der ursprünglich 80 Meter hoch, noch 50 Höhenmeter enthält. Die Grundfläche des Bauwerks beträgt 90 × 90 Meter. Da Borsippa und das 50 Kilometer südlich gelegene Babylon Schwesterstädte waren, dürften die Türme gleich konstruiert gewesen sein.

Österreich liegt – gemessen am BIP pro Kopf in Kaufkraftstandards – im Spitzenfeld der reichsten EU-Staaten. Nur Luxemburg, Belgien und Dänemark weisen eine höhere Kaufkraft auf. Das geht aus den neuesten Ergebnissen eines Wirtschaftsvergleiches für 1993 hervor, der von Eurostat durchgeführt wurde. Als weiteres Ergebnis des Vergleiches wurden die relativen Preisniveaus ausgewiesen: Auch hier belegt Österreich den vierten Platz hinter Dänemark, Deutschland und Schweden. Der Unterschied zwischen dem teuersten (Dänemark) und dem billigsten Land (Portugal) liegt bei fast 100%.

Seit kurzem ziert ein stahlblaues Risenkonterfei von dem aus dem Bundesland Steiermark stammenden Muskelmenschen **Arnold Schwarzenegger** das Vienna Hilton. Nach einer Vorlage des Neorealisten Gottfried Helnwein wurde eine in spezieller Computer-technik hergestellte, 25 mal 16 Meter große Spezialfolie des „Terminators", Frontmannes für gesundes Leben und Special Olympics, auf die Frontseite des Hotels plaziert.

Österreich ist nach der Schweiz **das streikärmste Land Europas.** Im Durchschnitt der Jahre 1988 bis 1992 gingen hier je tausend Arbeitnehmer nur sieben Arbeitstage jährlich verloren. 1994 gab es überhaupt keine Arbeits-Niederlegungen. Streiks dauern demnach in Österreich nur Sekunden. Spitzenreiter in Europa ist Spanien, gefolgt von Italien, Finnland und Irland.

Bundespressedienst Wien

Schweiz

The Swiss parliament has set aside just over one billion Swiss Francs, i.e. 20% of all

foreign aid, for **'Das schweizerische Katastrophenhilfekorps'** for the next four years.

Dr. Falter Fischbacher (68), chairman of the committee opposed to the anti-racism laws, proposed and passed in a referendum last September, has resigned from the Free Democratic Party (Liberal) in anticipation of being expelled. He had caused a **major political storm** with his racist and anti-semitic remarks. The Swiss President for this year, Dr. Villiger, felt obliged publicly to repudiate the statements rnade by Dr. Fischbacher.

In January the **Young Jura Separatists** from Beliers invaded the Jurassian parliament and bombarded the ministers with cream cakes – to the consternation of the ministers but the amusement of the rest of the parliament.

The Swiss cut-price **supermarket chain MIGROS** is making further inroads into Austria. Eighteen months ago it acquired a 25% stake in KGM Familia; now it has acquired a majority holding. It is also about to take over the much troubled 'Konsum' chain of shops.

Recent statistics published by the World Bank reveal that Switzerland is relatively the **wealthiest country in the world:** the average income per person (including children and pensioners) was 36 410 Dollars in 1993. Close behind came Luxemburg with 35 850. Germany, too, belongs to the top ten with 23 560. Or is it perhaps true to say that Switzerland is a poor country full of rich people?

On 1st January this year **VAT** was introduced into Switzerland. This, too, had been approved in a referendum. The feeling was that money would otherwise have had to be raised by other forms of taxation. It has caused a certain amount of confusion, and a number of firms have clearly taken advantage of this to increase their prices by more than necessary. Others, however, have taken pride in the fact that they have absorbed this tax without raising prices. The rate is 6½%, in some cases less. Exempt are hospitalisation, medical and dental treatment, rents, postage – in all 33% of goods and services. However petrol and oil is not. Inflation is already expected to rise from 1% to 2% by the end of the year; VAT will add another 1½%. The 'Preisüberwacher' advises consumers to be vary and not to accept prices without questioning, to shop around, or at worst to refer to the 'Preisüberwacher'.

The Tessiner architect Mario Botta was commissioned to design the new **San Francisco Museum of Modern Art.** This gigantic and spectacular building was opened with great pomp and ceremony in January. The initiative for this project had come from Peter and Mimi Haas, the inheritors of the jeans empire, Levi-Strauss. It cost 60 million dollars. The building was designed as a foyer resembling a town centre; around this a number of exhibition rooms were built, prefabricated from natural stone and bricks. The dominant feature is a shaft in the form of an insect's eye, which at the same time serves as the main source of light for the foyer.

On 1st February Swiss television celebrated the **30th anniversary of TV advertising.** Among the first who had taken advantage of this innovation in 1965 had been Ovomaltine and the Schweizerische Bankgesellschaft.

From the Nebelspalter:

Übrigens . . . Halbwahrheiten sind meistens Neunzehntellügen.
Über manches, was nicht schwarz auf weiss hat, muss man sich grün und blau ärgern.

'Nid d Induschtrie, sondern die toote Fisch verdräcket üseri (unsere) Flüss'.

Hans Seelig

News from the Goethe-Institut

Aktivitäten über Campus 2000: Im Frühjahr/Sommer 1995 gab es zwei e-mail-Aktionen des Goethe-Instituts London, die in dieser Form erstmalig stattfanden:

- vom 13.–17. März '95: 'Europe gets together – pupils communicate with pupils', eine Projektwoche zum Thema 'So who is the foreigner? – Wer ist hier fremd?'. Englische und deutsche Schulklassen tauschten in dieser Woche Fragen und Ansichten via electronic mail aus. Die Dokumentation kann allen Interessierten zugänglich gemacht werden.

- vom 13. März bis Anfang Juni 1995: „Die fast unendliche Geschichte". 10 Wochen lang schrieben A-level-Schüler von 20 Schulen in Südengland und Wales sowie 10 Klassen der Deutschen Schule eine Fortsetzungsgeschichte in dreimal 11 Kapiteln. Das erste Kapitel hatte der berühmte deutsche Schriftsteller Sten Nadolny geschrieben! Die Geschichten werden veröffentlicht, ausführlicher Bericht darüber in der nächsten Ausgabe von 'German Teaching'.
- Bitte notieren: Das nächste Deutschland-Quiz über Campus 2000 wird am 3. Okktober 1995 stattfinden. Nähere Informationen darüber ab Anfang September.

„3-2-1: los!" Kent Superior Pictures (Kent County Council) produziert z. Zt. zusammen mit dem Goethe-Institut London eine 3-teilige Videoserie für Deutsch in der Primarschule! Die Serie und Begleitmaterialien stehen ab Herbst 1995 zur Verfügung. Das Projekt wurde von LINGUA unterstützt.

Koproduktion BBC – Goethe-Institut Doppelte Premiere: BBC und das Goethe-Institut machen zum ersten Mal eine Koproduktion, und: erstmals wird BBC in Großbritannien einen Sprachlehrfilm für Deutschschüler in Key Stage 3 anbieten! Der 10-teilige Film wird in Berlin gedreht und ab Frühjahr 1996 gesendet werden.

Volker Hartmann

Westminster College PGCE students visit Leipzig

It all began at the ALL German Day at Westminster College Oxford in June 1993. Pfarrer Karl Kaden, an invited speaker from Leipzig, mentioned the needs of local teachers for contact with English speakers in post-unification Germany. As a result links were established between Westminster College and Staatliches Seminar für das Höhere Lehramt an Gymnasien, a newly established teacher training institution in Leipzig. A group of PGCE modern languages students went to Leipzig as part of their third school experience at the end of the College course. English students were placed with German student teachers and took over their timetables. PGCE tutors also taught in the classroom, made visits to students, held curriculum sessions in the seminar and led INSET for local teachers. In the following report Dr. Vogel of the Leipzig institution gives his view of the visit.

Christina Skarbek and Shirley Dobson vom Fachbereich Deutsch des 'Westminster College' in Oxford, England, ist es zu danken, daß jener Fachbereich und der Fachbereich Englisch des 'Staatlichen Seminars für das Höhere Lehramt an Gymnasien', Leipzig, eine solide, ausbaufähige Basis für eine gute Beziehung zueinander schaffen konnten. Wir in Leipzig haben gern die Einladung angenommen, in der Lehrerausbildung mit den Oxforder Kollegen zusammenzuarbeiten.

Während eines vorbereitenden Arbeitsbesuches in Leipzig haben wir zu Beginn dieses Jahres feststellen können, daß sich unsere Lehrmeinungen hinsichtlich der Aktualität eines kommunikativ orientierten Fremdsprachenunterrichts nicht nur ähneln, sondern geradezu decken.

Um die soeben entstandene Beziehung zwischen den Fachbereichen auch praktisch zu etablieren, konnten wir im Juni 9 zukünftige Lehrer und Lehrerinnen der Oxforder Bildungseinrichtung in Leipzig begrüßen. Eine Woche lang erlebten sie jeweils mit einem Referendar bzw. einer Referendarin des hiesigen Seminars die Art und Weise der Ausbildung in Leipzig unmittelbar kennen. In diesem Rahmen übernahmen die englischen Lehreranwärter auch Unterricht an den Ausbildungsgymnasien. So ist Unterrichtserfahrung an sächsischen Gymnasien Teil ihrer Ausbildung geworden, die sie mit den Leipziger Referendaren diskutierten. Für beide Seiten ist das außerordentlich bereichernd gewesen.

Besonders profitiert von dem Besuch aus Oxford haben auch Lehrer/innen an Gymnasien des Raumes Leipzig, die an 2 Fortbildungsveranstaltungen teilnahmen, die von Christina Skarbek bzw. Shirley Dobson gestaltet wurden. Sie waren überschrieben mit: 'The Project Approach in Language Teaching' und 'Encouraging Speaking and the Examination Require-

ments for Perfection'. Gleichermaßen wurden von Leipziger Kollegen 2 Seminare zu aktuellen Aspekten des Deutschunterrichts angeboten. Darüber hinaus gab es natürlich viele informelle Begegnungen.

Sicher wird der ganz unmittelbar zu spürende Ertrag dieser Woche von den Beteiligten unterschiedlich beurteilt werden. Aber verallgemeinernd kann der Schluß gezogen werden, daß der Besuch für beide Partner effektiv war.

Wir hoffen sehr, daß der Kontakt zum Westminster College nicht nur erhalten, sondern noch ausgebaut werden kann. Das könnte z.B. durch den Austausch von Publikationen erfolgen oder durch kürzere Arbeitsbesuche, während derer ein exakterer Eindruck hinsichtlich der Entwicklung in den Fremdsprachendidaktiken bzw. der Lehreraus- und -weiterbildung insgesamt entstehen kann. Diese Erfahrungen könnten anschließend verglichen und diskutiert werden. Natürlich sollten gegenseitige Besuche mit Gruppen künftiger Lehrer wie der hier beschriebene, kürzlich stattgefundene zu einer guten Tradition werden.

Dr. UWE VOGEL
Leipzig

Notes for contributors

Contributions The Editorial Committee welcomes previously unpublished articles which will further the cause of the learning and teaching of German.

Contributions are expected to fall into one of these categories:

a) Articles of about 3000 words.
b) Brief (up to 1000 words) items of information, notes on innovative practice, discussion points (including those arising from previous articles).
c) Reviews usually of about 300 to 400 words (longer reviews or articles may be accepted).

The guidelines below are intended to help contributors:

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b) Disk: Send 3½" or 5¼" disks (NB not Amstrad Cf2 disks) in double, single or high density formats. Most word processing packages are acceptable but if you have any query contact the ALL office. Also send in one hard copy of the article with the disk, and keep one for yourself.

Give your article one short title (not a title and a subtitle), and divide it up with brief subheadings.

Give full references for all sources quoted. Journal policy is to put these at the end of the article and not at the bottom of the page.

Illustrations

Photographs are particularly welcome, as are charts, diagrams and tables where relevant. Please send these at the same time as your typescript.

Timing

In order to be considered for including in the following issue, articles should normally be sent in by 1st February and 1st August. Where topicality is of the essence, shorter deadlines are possible by negotiation with the Editor.

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GERMAN TEACHING

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GERMAN TEACHING JUNE 1995 No. 11

ASSOCIATION for
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GERMAN TEACHING

The German Journal of the Association for Language Learning

Where has all the grammar gone?

Teaching Böll's *Katharina Blum*

The *Infobahn* as teaching resource

DECEMBER 1995
No 12

FL026186

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Other journals published by the Association for Language Learning
Language Learning Journal, Francophonie, Vida Hispánica, Tuttitalia, Rusistika, Dutch Crossing, (published by the Centre for Low Countries Studies), Language World Quarterly Newsletter

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Publications should be sent to the Reviews Editor

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Notes for contributors: See page 64

Official address: Association for Language Learning, 150 Railway Terrace, Rugby
CV21 3HN.
Tel: 01788 546443. Fax: 01788 544149.

GERMAN TEACHING

ISSN 0953-4822 **December 1995** **No. 12**

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Published by
Association for
Language Learning

Printed by
Stephen Austin
& Sons Ltd

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Teaching *Der Tod in Venedig*

Nigel Belchamber The King's School,
Gloucester

Introduction

I first read Mann's *Der Tod in Venedig*[1] as a sixth former myself and as background to *Tonio Kröger*, one of my A-level set texts. Although as a teacher I had often willingly taught *Tonio Kröger* to sixth formers, it took thirty years before I felt I could use *Der Tod in Venedig*, and then only to a class of the right mixture, temperament and literary appreciation, with the implication that it would be better to keep the text until the upper sixth when the pupils are that much more mature. It was, by the bye, a co-educational class, of which only one member was to continue to study German literature at university.

As no edition annotated in English was available, I did not discourage the use of H. T. Lowe-Porter's translation in Penguin Modern Classics,[2] although I warned that it did not follow the original faithfully and that there were some inaccuracies in the translation.[3] *Caveat lector*! Fortunately there are numerous secondary sources in existence in German and English, although not all readily available to the average sixth form pupil, and the teacher's help here is most important. I thought, too, that it was necessary to negotiate in advance with the class concerning the aspect of homo sexuality and I would not have continued without feeling assured that the response would be level-headed and open-minded. Here it was particularly important to have the different views of boys and girls on the topic. The girls were far more equanimous, the boys less detached. During the first reading I repeatedly had to re-assure the class that *Der Tod in Venedig* was not a pornographic work.

Biography

When teaching literature, it is useful to spend some time on the author's biography, since this will often explain certain facets of the work. As the life of Thomas Mann is readily available in various forms I shall confine myself here to only what is relevant to understanding *Der Tod in Venedig*.

Buddenbrooks and *Tonio Kröger* describe how the respectable bourgeois family is destined to decline or *Verfall* by the introduction through marriage of foreign blood, often of a Latin and therefore more sensual nature than the character of the cold Hanseatic and Scandinavian north, namely to a decline through artistry, as Spinell says in *Tristan*:

'. . . weil es nicht selten geschieht, daß ein Geschlecht mit praktischen, bürgerlichen und trockenen Traditionen sich gegen das Ende seiner Tage noch einmal durch die Kunst verklärt.'[4]

This indeed happened in Mann's own family. Johann Thomas Heinrich Mann, a grain merchant, ship owner and later Senator of Lübeck and father to the men of literature, Heinrich and Thomas, had married Julia da Silva-Bruhns, daughter of a native of Lübeck and a Brazilian mother. The seeds of decline into artistry were sown in the dynasty. On the literary level this was translated into the sickly son, Hanno, who died of the wasting disease consumption rather than cholera, and was reborn as Tonio Kröger, suffered and matured as an artist, whose decline we see after a famous and successful life in Gustav Aschenbach,[5] '. . . oder von Aschenbach, wie seit seinem fünfzigsten Geburtstag amtlich sein Name lautete.'[6]

However, before becoming too carried

away with the biographical aspect we must remember that Mann was barely thirty-seven when *Der Tod in Venedig* was published. The father's death caused the family to sell up and move to Munich, the artistic centre of Germany at that time, and by 1896 Thomas Mann had followed his brother Heinrich to Italy where the atmosphere developed his artistry and he started writing for publication.

Interpretation

The central theme is of course the unnatural attraction which draws Tadzio to von Aschenbach's attention. In 1911 Mann had visited first the island of Brioni in the Adriatic, then from the 26 May until the 2 June the Lido in Venice, on holiday with his family following exhaustion brought on by his work. He wrote that he had brought with him a Novelle concerning an aging artist's love for a boy, but gave assurance that it was respectable.[7] Mann himself was bisexual, and from time to time this affected relations with his wife.[8] If anything is to be gained from the Novelle this attraction must be treated sympathetically by the reader and not dismissed as fashionable 'gay love'. Von Aschenbach's married life had indeed been tragic with the premature death of a beloved wife, the motivation for burying himself in his literary work and the subsequent physical and mental exhaustion which takes him to Venice. What makes a man go astray? It was coincident to our study in school that a national newspaper brought a report of a headmaster, a family man in the county, who had been arrested for the possession of paedophile pornography, but it served as an immediate example of what can happen to the respectable man in later years and can be put down to the medically contested term of the 'male menopause' or 'mid-life crisis' when he feels he has exhausted his contribution, usefulness or creativity in life, the effects of which are sometimes to produce a change of character in the man concerned or attempts to regain lost youth. With the background of Wilhelminian Germany Mann had to write in a tone of condemnation, but softens the starkness of von Aschenbach's passion for Tadzio with classical references. These references have always been ambivalent as to whether homosexuality was acceptable in ancient Greek society. However, perhaps Mann's understanding is greater than ours.

It is then a matter of tracing the development of this emotion from the first sighting in the *Grand Hôtel des Bains* (p. 31), through the point where the protagonist whispers ‚Ich liebe dich!' (p. 58) to his death after his complete and utter infatuation, noting at the same time that while the boy's beauty is accentuated, it is also undermined. This creature of god-like form is sickly and has decaying teeth. Despite this the important point is that this infatuation (I hesitate to call it love, despite the text) is by and large unrequited with that exception on page 57 where Tadzio smiles at von Aschenbach, a scene much exaggerated, I feel, in Visconti's film, and it is important to stress that throughout the work no verbal communication ever takes place between von Aschenbach and Tadzio.

Here it might be appropriate to enquire from the class their feelings on the matter, whether from the description they find the boy an object of beauty, how they might feel, were they in his position and whether in the second half of the work Tadzio knowingly entices von Aschenbach. Having studied these aspects it is now time to ask whether von Aschenbach is mentally sick, to understand that man's light side is balanced by a dark side and to ask whether we are in a position to pass any moral judgment. However, events conform to Mann's thesis that artistry is unnatural, literature a curse, ‚Die Literatur ist überhaupt kein Beruf, sondern ein Fluch.'[9] that it brings with it not only the seeds of its bearer's destruction, but also those of its own.

Symbolism

It is no coincidence that Venice should have been chosen as the setting. For years this architectural symbol of a meeting between two cultures has been undermined by the waters it stands in and daily threatens to become a victim of its own Verfall. Its visible beauty is equally matched by these fetid waters and their stench which can nurture the latent plague lurking there. The oriental architecture of the city built in a lagoon mirrors the swamps featured at the beginning and the origins of the cholera described by the English clerk. Nietzsche described it as the only city he loved, for him one of his forbidden places, a city of music, loneliness, a city like no other, of double values, life or death.[10] And this description encompasses the events described in *Der Tod in Venedig*.

The overriding symbolism in the story points, however, to one thing only, to death. Firstly the story has, as it were, bookends in the daydream of exotic jungles, islands, waters, plants and morasses which entice the hero at the beginning in Munich, and the destructive nightmare at the end where the lascivious has taken over to show that von Aschenbach has overstepped the bounds of acceptability and that there is no return.

The stranger in Munich who certainly introduces the idea of travel to von Aschenbach, does so from a setting by the graveyard amongst the work of the monumental masons. The old man sailing with the youngsters on the excursion from Pola, made up to look younger himself, is a premonition of von Aschenbach just before his death with the added irony that at this stage the two men have nothing in common with one another, indeed von Aschenbach finds him odious. But the overwhelming warning of what is to come is provided by the gondolier who takes the writer to his hotel upon his arrival in Venice. Coloured black after a 15th century law against extravagance the gondola presages a coffin. The journey to the hotel is likened to the voyage over the Styx and ‚Sie werden bezahlen.' (p. 28) does not refer to the fare, but to that obol which is to be von Aschenbach's very life. On another level the gondolier is *schwarz* in so far as he is not licensed, but like so many of Mann's characters who are somehow irregular he has red eyebrows, that red hair of the mountebank, the person who being neither dark nor blond does not fit into regular society.

But a deeper red symbolises passion: the red bow worn by Tadzio on his sailor's suit and the ambivalent red of that fruit of passion, the strawberry, which healthy fruit von Aschenbach enjoys as he sits on the beach at the beginning of his stay, but in his final, desperate pursuit of the boy the strawberries are of doubtful quality and lead to his eventual downfall, his death. And as a background to all this is the weather. The scirocco depresses Venice whenever von Aschenbach is intent on staying there, only for the weather to brighten when his departure seems imminent.

Leitmotiv and the minor figures

The Leitmotiv is as characteristic for Mann's prose as it is musically in Wagner's operas. In *Der Tod in Venedig*, however, it is subtler than in *Tonio Kröger* and is perhaps that much more easily overlooked. The only blandly recurring description of a character comes with the manager of the hotel dressed in his French frock coat. (p. 64) Here we can now go back to those characters with red hair, as mentioned before, the irregular members of society who would stick out more among Italians than the people of northern Europe. We see this red hair on the rucksack-carrying hiker in Munich, in the brows of the unlicensed gondolier and in the street musicians who visit the hotel. Again this is a trait to be found in other works by Mann. But as the gondolier acts as one angel of death, so there are others: again the hiker, the 'young' old man, the street musicians and finally Tadzio himself, all of whose teeth are exposed and described, as the teeth of a skeleton's skull are exposed, either healthy or decayed according to the state of the owner, but in any case pointing in one direction, towards death.

Irony

It was not without good reason that Erich Heller entitled his book *The Ironic German*[11] as irony lends itself to another self-contained study in Mann's works and is fully present in *Der Tod in Venedig*. The whole story concerns a man who has led a tightly disciplined life in order to achieve his greatness, but as time passes in Venice this discipline breaks down. The 'young' old man comes into this category. The very name von Aschenbach is a combination of the living stream and the incompatible ashes of cremation. The beauty of the city of Venice itself, the elegance of the hotel and life style led by von Aschenbach are ironic covers to the sordidness of the advancing plague, the destructive canals, while these are paralleled by his façade of the aesthetic masking his basic sexual desire. And the ultimate irony is that the Polish family stays on to the last minute, long enough to ensure von Aschenbach's death from cholera, but leaving in time to save themselves.

Classical References

The classical references in *Der Tod in Venedig* are sufficient a study in themselves for an essay to be set to the class, or even for a larger work, and so mention here must necessarily be brief. Reference to ancient Greece where the beauty of a youth was publicly acknowledged and displayed is inevitable and appears in the form of Hyacinth and perhaps strangely Narcissus who fell in love with his own smile, interpreted as Tadzio's sight of the reflection of his own smile in von Aschenbach's face.[12] Hyacinth was beloved of Apollo, not only the god of light and the archetype of beautiful youth, but also the dispatcher of pestilence and sudden death. His rival, Zephyr, killed Hyacinth, whose blood then became a flower. The voyage across the Styx to Hades has already been mentioned. An important part of Mann's philosophy was the polarisation of north and south, blond and dark, artistic and normal, and perhaps *Tonio Kröger* provides clearer examples, particularly in the opening paragraphs where the scene is set of children leaving school, going in opposite directions in a precipitation which is neither rain nor snow to show that there is a neutral middle area. The polarisation in *Der Tod in Venedig* is between Apollo and Dionysus or Bacchus, who represented respectively the plastic arts and music, speech and singing, walking and dancing, dreams and intoxication, form and the amorphous, the finite and the infinite, self-certainty and self-oblivion, the contemplative and the over-enthusiastic.[13]

The Sebastian cult again fits into the metaphorical weaving of Thomas Mann's. In his speech on receiving the Nobel prize the author stated that this Christian martyr, an officer in Diocletian's bodyguard, was his favourite saint. Executed by bowmen, he is not only the patron saint of plague and archers, but he is also represented as a beautiful boy scored by those arrows. Mann claimed his heroism as a symbol for German intellect and art.

Central to Mann's argument are the three Greek dialogues. Within these limits I can do little better than refer the teacher to pages 32 and following of T. J. Reed's introduction to the Clarendon edition of the work.[1c] A study of classical references brings its own rewards particularly to the pupil who is a classicist as well as a modern linguist.

Historical Background

Fortunately Mann left behind copious notes to his Novelle, edited by T. J. Reed.[1b] Most of the work was written from July 1911 until July 1912 and published that year. In Europe the international political background was that of the Moroccan crisis between Germany and France.

Von Aschenbach himself had his historical forebears. He was a conflation of Gustav Mahler (1860–1911) and Andreas Achenbach (1815–1910), a landscape painter of the Düsseldorf school. Mann used Mahler's appearance for von Aschenbach, as he confirms in a letter dated the 18 March 1921, and, according to Erika Mann, Gustav Mahler was the first great man her father had met. This was after the premiere of his Eighth Symphony in Munich in September 1908. But there are other similarities with the composer. Thomas Mann had met him on a train returning from Venice. Mahler wore make-up and was mentally collapsed. He declared that he had met ultimate beauty and no longer had anything to live for.[13]

Tadzio was based upon Vladyslav Baron Moes. At the age of fourteen Thomas Mann saw him during a stay at the Lido, possibly in 1904. In 1964 the Baron recalled his own unusual dress which he described in detail even to the red bow. Wladzio was confused with Tadzio as the name was only ever heard.

The Film[14]

In 1971 Luchino Visconti's film *Death in Venice* was released, starring Dirk Bogarde as von Aschenbach. It caught the public's attention as even at that time people were still coming to terms with the liberalised laws and attitudes towards homosexuals. It has since been the subject of questions set by examination boards. As it helps the reader to pull together the threads of the work and as it contains some obvious differences from the Novelle, the film should be viewed, but cautiously. Although made in English, it was released simultaneously dubbed in German.

The essential difference is that Visconti cast von Aschenbach as a musician, a composer, whose bad reception after his latest work is the cause of the breakdown. Flashbacks make it clear that there is no ambiguity about his earlier married life, when both wife and daughter were alive. Bogarde's appearance in the film is unmistakably that of Gustav Mahler, whose symphonic works are used for the compelling background music.[15] The film starts with the voyage across the Adriatic, again supported by flashbacks. Otherwise, as far as film adaptations go, the screen version is reasonably faithful.

Examination questions

Der Tod in Venedig is such a rich work, which has drawn and still draws a great deal of attention, that the subject matter is vast, and what must be considered is what is fair for a sixth former to respond to.

Characterisation is obvious, such as assess the character of Gustav von Aschenbach, how far is the character of Tadzio developed, what is the rôle of the minor characters such as the 'young' old man, the leading singer, the clerk in the travel agency, the gondolier, although to provide sufficient material for an essay these need to be taken collectively or combined with their rôles in the development of the work or action. Critical and descriptive questions might be asked on the literary content, for instance irony, the mythological references, the autobiographical content which will lead on to the dilemma of the artist and his position in society. The physical setting of Venice requires critical appraisal, starting from the point that the city itself was both a metaphor and a bridge culturally, socially and economically between east and west at the time. The classical references are a specialist topic, but a possibility, while the buzz word *empathy* introduces further investigations. As mentioned, the film has already become a topic for critical analysis, with the alternative of 'How would you adapt the Novelle into your own film?' for those who have not seen it.

The more that you know either about *Der Tod in Venedig* in particular or Thomas Mann in general, the more you realise there is to know and he can become a life time study. This *essai* has only scratched the surface, but deeply enough, I hope, to allow the reader to gain and convey the richness underneath. Although a difficult text, as with all things of intellectual value, perseverance at its study will bring its own rewards.

Notes

1. a) In class I used, *faute de mieux*, T. Mann, *Der Tod in Venedig und andere Erzählungen*, Fischer Taschenbuch Verlag, Frankfurt am Main, 1954/1992, ISBN 3-596-20054-7.
   b) Recommended is the standard annotated edition: T. Mann, *Der Tod in Venedig*, edited in German by T. J. Reed, Carl Hanser Verlag, Munich, 1983, ISBN 3-446-13142-6, to which the page numbers refer.
   c) There are plans to re-print with revisions T. J. Reed's English Clarendon edition (OUP 1971), to be published by the Bristol Classical Press.
2. T. Mann, *Death in Venice*, (1928) Penguin, London, 1955, ISBN 0-14-01840-7.

3. E.g.: Der Platz lag in sonnenloser Schwüle. (p. 77) The Piazza lay in sweltering sunshine. (p. 73).
4. T. Mann, *Sämtliche Erzählungen*, S Fischer Verlag, Frankfurt am Main, 1963, p. 184.
5. Letter to Félix Bertaux, dated 1 March 1923, in negotiation for the French edition: ‚Diese Geschichte ist eigentlich der „Der Tonio Kröger' noch einmal auf höherer Lebensstufe erzählt.'
6. DTiV, opening sentence.
7. Letter to Philipp Witkop, 18 July 1911.
8. Tagebücher, entries for Sunday, 30 March 1919 and Wednesday, 14 July 1920.
9. *Sämtliche Erzählungen-Tonio Kröger*, p. 233.
10. E. Bertram, *Nietzsche*, Berlin, 1918, pp. 264–266.
11. Erich Heller, *The Ironic German: A Study of Thomas Mann*, Secker and Warburg, London, 1958. (*Thomas Mann, Der Ironische Deutsche*, Suhrkamp, Frankfurt am Main, 1959).
12. Hans Rudolf Vaget, *Thomas Mann – Kommentar zu sämtlichen Erzählungen*, Winkler, Munich, 1984.
13. Ehrhard Bahr, *Erläuterungen und Dokumente Thomas Mann Der Tod in Venedig*, Reclam, Stuttgart, 1991, ISBN 3-15-008188-2.
14. L. Visconti, *Death in Venice*, in Technicolor® and Panavision®, distributed by Warner Bros, 1971.
15. *Themes featured in Visconti's film Death in Venice, Gustav Mahler: Adagietto (Symphony No 5) Misterioso (Symphony No 3)*, Bavarian Radio Symphony Orchestra conducted by Rafael Kubelik, Deutsche Grammophon 2538 124, 1967.

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von Wiese Benno, *Die deutsche Novelle I*, August Bagel Verlag, Düsseldorf, 1964.

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The value of A-Level textbooks for teaching German culture

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Introduction

Recent pedagogical discussion has placed a strong emphasis on the need to integrate cultural studies systematically into language teaching at all levels. Especially since the introduction of the revised A-level syllabi with their additional aim of promoting 'cultural awareness' the question of how this can be best achieved has gained prominence. On the one hand, there is now the option of entering students for 'culture and society' papers for which they have to study a limited number of culturally relevant topics. On the other hand, the cultural content of material used for general 'language teaching' can be employed more systematically to this end.

In this article five A-level courses published in Britain between 1981 and 1994 – *Panorama, Neue Perspektiven, Einsicht, Deutschland hier und jetzt* and *Brennpunkt*[1] – are assessed in how they could be used for cultural awareness teaching. By briefly describing the different approaches to 'cultural studies' and relating the courses to this theoretical framework, I will evaluate their hidden cultural agenda.

Cultural Studies within FL Teaching

In a summary of the main trends of culture teaching within FL teaching in Germany over the past decade, Pauldrach[2] identifies three basic approaches, which can be seen as equally valid for the situation in Britain.

Methods based on the **cognitive approach** sought to instill into the learners objective, systematic and comprehensive knowledge of the target culture as background to language learning. The aim was to impart as many historical, geographical and institutional facts as possible while teaching language skills. It became clear, however, that this approach with its unattainable target of an encyclopedic knowledge was unsatisfactory as it inevitably remained patchy.

The advent of the **communicative approach** in the late seventies brought a radical change of direction, although cultural studies still remained subordinate to the teaching of language skills. Dealing with cultural content was considered important only where the success of linguistic performance could be aided by the understanding of certain phenomena of the target culture. The aim of culture teaching was now to help students to behave 'correctly' when communicating with members of that culture and to be able to cope in situations which they might encounter – from buying stamps at elementary level to discussing environmental issues with a native speaker at a more advanced level.

The eighties saw the development from the communicative to the **intercultural communicative approach**. This meant a shift away from the rather pragmatic aims of enabling students to cope in assumed roles as tourists, friends, participants in discussions to the wider educational aim of broadening students' horizons and furthering their personalities. Learners were to be enabled to mediate attitudes, value-systems and viewpoints of their own culture and those of the target culture and thus to acquire a new, intercultural competence.[3]

For textbook production this approach meant a major change. As FL teaching is now intended to open up new perspectives it is no longer acceptable to look at one specific text representing one particular author's view, but several texts on the same topic, the analysis of which can enable students to form new concepts of their own. Furthermore, FL teaching has to take the students' own world of experience as the starting point in order to enable them to combine the viewpoints of both cultures. Consequently, it is no longer adequate to merely present the target culture from within. One has also to provide for the perspective of the learners. And while authentic material is essential if the target culture's viewpoint is to be understood, its selection, presentation and treatment should take into consideration the learners' conception of the 'other' as well as their indigenous culture. This means, firstly, the possibility of comparing the two cultures should be inherent in the material and, secondly, that all stereotyping and one-sidedness must be avoided if a genuine understanding of the other culture is to be achieved. More importantly, the learning process should include an opportunity to challenge existing stereotypes.

While earlier discussion focussed on strategies of helping students acquire the skills, knowledge and strategies necessary for intercultural competence, the issue of the actual choice of content moved to the foreground again when, for the analysis of pre-GCSE textbooks, M. Byram[4] presented a list of minimum content any textbook should offer in order to give the learner a systematic overview of various aspects of life in the other country, ranging from social identity and social groups to national history and geography. This comprehensive list can be seen as the bridge back to the cognitive approach and its ideal of an image as complete as possible of the culture in question. Now, however, the knowledge element is not considered to be the aim itself but simply a prerequisite for understanding the target culture's viewpoints better.

The Textbooks

PANORAMA – an attempt at the cognitive model of cultural studies

Nearly 90% of the passages in this course are especially written for the textbook and are usually of an explanatory nature and written in a very neutral, pseudo-objective style. Only one passage is allotted to each topic and as much information as possible is crammed into it. The chapter on 'Gemeinden', for example, touches upon no less than thirteen sub-topics such as police, post, medical system, church etc. – the longest of these texts being half a page, the shortest four lines. At first sight, this book seems to be a clear example of the cognitive approach to cultural studies. However, the authors often fail to achieve their aim, stated in the preface, of offering 'thorough knowledge . . . of the German way of life'. Obviously attempting to keep the texts on as general and timeless a level as possible, they only present a very filtered image of Germany, often completely excluding any reference to the country. Even more questionable is the British author's tendency, when no clear institutional, geographical or historical factors are involved, to present English social practices as if they were equally applicable to Germany. For example, the article 'Ein Haus wird gebaut' (p. 136) paints a picture more typical of England than Germany, where houses are usually not built and fully equipped before being sold by an estate agent. A close reading of the texts reveals that similar misrepresentations can be found throughout the book, such as the report on professional cricket (p. 219) or the statement that 'Pauschalreisen [. . .] haben [. . .] das europäische Festland in die finanzielle Reichweite vieler Menschen gebracht' (p. 212).

Panorama may not be used as main teaching material any longer, but teachers turning to it occasionally to present facts about Germany in a short and accessible form should be aware that in a large number of texts it merely presents facts about Britain in the German language.

The communicative era – *Neue Perspektiven*

While PANORAMA had, in the field of cultural studies, concentrated on objective facts, nowhere in *Neue Perspektiven* can any such information be found. An analysis of the exploitation of texts reveals that, throughout the book, little account is taken of the fact that a specifically German reality is being presented. Questions remain on the level of individual texts. Essays and role-play tasks are usually phrased in a way which encourages students to lift vocabulary as well as ideas from the text as if they were universally true and applicable to their own situation, without pointing to any specific cultural references. And while geographical names are frequently mentioned in the authentic texts they are not used to create an awareness of different German regions.

What is more, the issues it does address show a clear negative bias. Symptomatic of this is the portrayal of family life in Germany. Two positive remarks about parent-child relationships are countered by a series of critical texts. Ranging from a mother pestering her daughter about tidiness to violence against children and wives, a whole spectrum of problems is depicted. Texts on run-aways whose parents don't even wish them to return round off the negative picture. A similar bias can be found in virtually all categories, be it the ill-effects of a consumer society, poor housing and unemployment or the state's disregard for handicapped people.

Neue Perspektiven is a classic example of the communicative approach to language learning which simply avoids taking on the burden of creating an awareness of a different culture. Indeed, the highly accusatory tone of a large number of texts and the consequently one-sided, negative image of German society might be the direct consequence of the author's determination to make students discuss issues. It could, however, also be attributed to the simple fact that half of the acknowledged texts are taken from the magazine *Stern*, an unbalanced selection of source material that in itself constitutes a misrepresentation of German society.[5]

The lack of objective 'information' about Germany means that *Neue Perspektiven* needs to be supplemented in teaching practice by more knowledge-based material if a comprehensive image of the country is to be presented. Moreover, the teacher must keep in mind that the negative bias of the book needs to be counterbalanced by more positive representations of life in Germany if one-sidedness and stereotyping is to be avoided.

The move towards intercultural learning

Einsicht

One might assume that the course published one year later, *Einsicht*, belongs to the same generation of textbooks but, in fact, it shows more similarities with the two recent courses than with *Neue Perspektiven*. The authors do not explicitly state their conception of cultural studies but nevertheless move towards what could be considered a balanced representation of German culture. One major handicap of the book is that it is by far the shortest of the available textbooks and as such is necessarily limited to a smaller number of themes, as each one is approached from a variety of different angles. The authors seem to have taken great care to include positive and negative aspects, and to vary their presentation between the level of individual life and the socio-political level. This applies to all thirteen chapters, whether they deal with universal themes like families (where they have, for example, included a personal letter to an agony aunt as well as the German 'Jugendschutzgesetz') or the political system of Germany.

Another important change is that in most chapters students are encouraged to assess differences and – equally important – similarities between Germany and Britain. In a large number of cases these tasks are connected with the use of statistics. The most popular holiday destinations, most popular sports, the types of programmes on British and German TV are all compared. Naturally this runs the risk of stereotyping and over-generalisation, but since students see their own British society subjected to the same approach they should realize that statistics can only demonstrate broad social trends. In some cases students are even asked to provide the British statistical evidence by conducting their own survey and then commenting on it. Unfortunately, the course never goes beyond the purely factual in its comparisons. An assessment of different attitudes towards topics discussed, which would be a first step towards cultural awareness, is not encouraged.

The teacher using *Einsicht* should be aware of the dangers inherent in both its concentration on a limited number of topics and, within these, the presentation of the 'typical'. As the obvious opportunity to actively reflect upon and discuss mutual stereotypes is not seized by the book and thus a major chance of progress towards cultural awareness wasted this needs to be facilitated by additional discussions.

Deutschland hier und jetzt

As the title of this course suggests, it strives to give an up-to-date image of post-unification Germany. Consequently, general topics like sport or women are portrayed from an easily identifiable 'German perspective', and the authors also include a wide range of culture-specific themes. For example, themes like 'the German language' or a chapter on German humour present facets of German society which go beyond the merely factual level. Indicative of the book's overall approach to German culture is the first chapter on festivals and customs within which a clear distinction between different regions of Germany is made. This geographical realism is furthered by chapters not only on the new Länder and Berlin, but also on the German North and South, a distinction not found in any other course. Frequent maps of particular areas furthermore help to create a realistically detailed geographical image, while, at the same time, addressing the 'usual' topics of environmental protection, travel and food.

Deutschland hier und jetzt even devotes one chapter to Austria and Switzerland, the two German speaking countries totally neglected by earlier courses, discussing the issues of joining the EC, German–Austrian relations and women in Switzerland. This, however, raises another problem. Students may be offered a relatively well-balanced image of Germany, but extremely superficial ideas about Austria and Switzerland. The latter is here portrayed rather negatively as an entirely male dominated society. As all written texts in this chapter are taken from German sources it could, however, be seen as yet another aspect of German society – how the Germans see their neighbours rather than a serious attempt to introduce aspects of these cultures. Although not as regularly as in *Einsicht*, in *Deutschland hier und jetzt* students are also asked to draw comparisons between the situation in Britain and Germany, and to find similarities and differences. Mutual stereotypes are now addressed, though not in any great depth. There are just fleeting references when the issue of 'typical German humour' is discussed or when an article obviously written by a Southerner describes people in Hamburg as 'English'. Rather than addressing English–German stereotypes the problem is, if at all, seen from an inner-German angle. Mention is made of North-South and East–West German stereotypes, and even more weight is given to the German's image of the typical Austrian, but again no reflection is asked for. However, on the basis of the varied material provided, it should not be difficult to introduce this aspect in the classroom.

Brennpunkt

This most recent of the courses analysed does not just make 'Germany' the focus of cultural studies but 'the German speaking world'. Here German, Austrian and Swiss sources are used alongside each other, and even texts on German-speaking communities throughout the world – in Eastern Europe, Australia and America – remind students that language does not just represent Federal German society. Although this approach ought in theory to be preferable to the former ones it poses a serious problem. While *Deutschland hier und jetzt* takes great care to show regional differences, in *Brennpunkt* the whole German-speaking area seems to be treated as one indistinguishable society. This problem is aggravated by the fact that *Brennpunkt* tries to address far more themes than either *Einsicht* or *Deutschland hier und jetzt* and so can only give a more superficial picture of each of them. The last chapter, entitled 'Es liegt an uns', for example, includes the following issues: animal experiments, genetically engineered food, technology replacing human workforces, euthanasia, medical help for third world countries and environmental pollution. That all these topics within 13 pages of text plus related exercises and approximately fifteen minutes tape cannot possibly offer a representative account of German, let alone Swiss and Austrian society, is probably evident. Instead what the authors try to do is to give facts in the form of snippets of 'background information' under the heading 'Wußten Sie schon?'. Mainly statistical evidence is offered in sentences like 'In Deutschland sind 53% der Waldfläche durch sauren Regen und allgemeine Luftverschmutzung schwer geschädigt, in der Schweiz 56%.' Sentences of this kind can offer little more than anecdotal information to students. The one great improvement this course offers against the others is that students are confronted very directly with the question of prejudice, mutual stereotypes, and the meaning of words like 'Nation' or 'Heimat'. On the whole one can say that many aspects of recent research into intercultural learning have been taken up by this textbook, and therefore it should be the best choice for teaching towards cultural awareness. But the point seems to have been reached where once again – just as with *Panorama* 13 years earlier – the authors have tried to cover as many topics as possible and, in doing so, have forfeited the chance of helping students to get more than a merely superficial insight into German – or Germanic – culture, i.e. a truly multiperspectival insight into issues discussed.

Conclusion

Textbooks have certainly heeded recent research into cultural studies within FL teaching to some extent. The mainly knowledge-based cognitive approach as well as the communicative approach with its disregard for everything but linguistic skills have clearly been overcome, and the need for a wider cultural insight has been acknowledged by the three more recent courses. The problem, remains, however, that comparison and discussion of differences and similarities in attitudes across cultures rather than mere facts about life in Germany remain largely untouched. Here teachers will have to devise their own exercises and material in addition to the coursebooks if an intercultural awareness is to be achieved.

Notes

1. *Panorama*, D. Shotter/H. Ahrens, Heinemann 1981.
   Neue Perspektiven, David Della Gana, Longman 1988.
   Einsicht, P. Stocker/K. Saunders, Hodder & Stoughton 1989.
   Deutschland hier und jetzt, W. Rowlinson, OUP 1993.
   Brennpunkt, C. Sandry/J. Somerville, Nelson 1994.
2. Pauldrach, A. (1992): Eine unendliche Geschichte. Anmerkungen zur Situation der Landeskunde in den 90er Jahren, *Fremdsprache Deutsch* 6: p. 4–15.
3. Byram, M. (1989) *Cultural Studies in Foreign Language Education*, Clevedon: Multilingual Matters.
4. Byram, M. (Ed.) (1993), *Germany. Its Representation in Textbooks for Teaching German in Great Britain*, Frankfurt: Diesterweg.
5. M. Wallner (1995): *Landeskunde im Sprachlehrwerk – Eine vergleichende Analyse britischer Deutschlehrwerke*, Keele German Papers, Research Series No. 2.

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Where has all the grammar gone? An 'accusative' search

Derek McCulloch Surrey University

This article is based on the author's talk at the ALL German Day on 1st July 1995 at the Goethe Institut.

Introduction

Lest the very title should deter readers from devoting any further attention to this article, let me say from the outset that the purpose of the present piece is not to wag a finger of 'accusation' in any particular direction, least of all at the teaching profession. This is not an 'accusatory' mission, as implied by the early grammarians' misconception of the case in question as pertaining to a notion of Anklage [*casus accusativus*], but in the spirit of its Greek origin as *aitiatike*, the case pertaining to Ursache und Wirkung. The place of grammar in the teaching of German is not a new obsession, and I am reminded here of the words of the popular German savant Martin Engelbrecht in 1720:

GRAMMATICA, Die Sprach=Kunst

Durch die Gram̄atic lernet man
Recht reden/ohne Fehler schreiben/
Sie zeigt den Thon der Wörter an/
und macht, daß sie in Ordnung bleiben.
In allen andern Wissenschaften
Kan ohne diesen Grund nichts haften.

Doch geht es zimlich sauer an,
Biß dieses Fundament geleget;
Es will der Stock gebrauchet seyn/
Wo sich bei Knaben Faulheit reget.
Wer was unachtsam übergangen,
Dem wird der Esel umgehangen.

Writing from the perceived ivory towers of academe I may be, but I need no reminder that Engelbrecht's offering presents but dubious advice for good classroom practice, and is specifically reticent over the management of recalcitrant girl pupils; nevertheless the final couplet of the first stanza represents a sound observation for all of us engaged in the teaching of German at whatever level and however we might choose to present it. No matter what the discipline, a foundation of learning becomes the prerequisite for all meaningful progress.

Writing in these pages for December 1993, my colleague Richard Sheppard set the proverbial cat among the pigeons, in an article primarily aimed at a scrutiny of the various A-level examinations, trying – with no real success – to elicit from the Boards the importance attached to the production of acceptable German language in the years that intervene between GCSE and a study of German at university. Part of that article was devoted to the attempts of a BTEC student to translate 12 relatively easy sentences into German. The results were truly horrendous, and underlined the sad conclusion that a BTEC qualification was unlikely to be adequate for the study of German as a main component of an undergraduate course.

What my colleague did not establish, or at least not in public, was how the first year undergraduate with an A-level qualification would have fared using the same test. This I set out to do, using my own intake of 40+ students at the University of Surrey, most of them with a Grade B or better at A-level. The results, while undeniably better in most cases than the unfortunate BTEC student, were far from heartening, with hardly a student [8/41] able to express **correctly**: *Please close the window.* Not surprisingly an utterance as complex as: *The train she came on was late* was not only beyond the morphological, syntactical and/or lexical capacity of all but 2 students, and some of the offerings suggested would have baffled utterly even the most cooperative of 'sympathetic native speakers'. *Den Zug, den sie mit spät war führ'* from a WJEC candidate with a Grade C was perhaps the most extreme, while a Grade B from AEB with *'Der Zug, der sie umgestiegen hat, war spät angekommen'* was more typical, with its irritating juxtaposition of half-mastered and clearly never-mastered constructions.

A recent test of undergraduates' German

A detailed account of the test and its findings, under the catchpenny title of **After Sheppard, a closer look at the sheep** was not accepted by this journal for publication, though – in fairness – repeated requests for similar material have subsequently been made by your Editor. Instead, the article was delivered as a paper to the **Conference of University Teachers of German** in Swansea, where a small, but sympathetic and enthusiastic gathering of conspirators urged me to carry out a nationwide test, performed by a wider sample of first year students, the institutions participating anonymously, thus clearing us all of the charge of *Beschmutzung des eigenen Nestes*. Following on from Sheppard's article, and to allow comparison with the findings of the previous year, another set of 12 sentences was devised, all relating to everyday life and using the vocabulary that one might reasonably expect from a successful A-level candidate with about 5 years of German behind him/her. For a whole variety of reasons, methodological, didactic, organisational and whatever, only 21 departments subjected their students to the test, but the pool of 570 participants, each stating Grade and Board, was sufficient to make at least some valid deductions. I give below those 12 sentences and point to the fact that any correct utterance saying more or less the same as the English was to be deemed correct. We were not looking for **the** correct answer, using the identical construction in English, far from it. *Sehr gut* was considered as good a way of expressing *excellent* as any, and *Ruhe!* rather better than even a correctly expressed imperative in *Children, stop talking*. On the other hand, 'correct' meant 'without error', be the error 'mere' morphology [= ending!] or altogether more serious. The overwhelming majority of participants failed to score as many as half the sentences 'correct', and many students, including some with A grades, had as many as 10 or more of their sentences judged 'unacceptably incorrect'. Please, if you have time, try these out for fun with your 1st and 2nd year A-level candidates, and let me know how they fared, and whether the latter scored significantly better than the former!

Express the following sentences in German. Words in [brackets and *italics*] are for clarification only and are not to be translated!

1. My father was an excellent teacher. He could speak German and Russian.
2. I don't like Austrian coffee; I prefer English tea.
3. Do you know my elder brother? He had to go to the dentist yesterday.
4. [*pupil to teacher*] Ask her if her father helped her.
5. The dictionary I was given did not help me much.
6. Three Germans used to live in this village when I was young.
7. [*teacher to young pupils*] Children, stop talking, we are going into the church now!
8. My friend was bitten by her father's dog.
9. Did you give the Frenchman our address? He wants it before he goes home.
10. Is his wife a German? I don't believe him!
11. Because of the bad weather I stayed at home.
12. [*teenager to a group of friends*] Do you know if they are married?

Whatever the underlying construction being diagnostically tested *impliciter* in each sentence, a slender majority at least failed to use it correctly. Even if this came as no surprise to some of us, it is worth pointing out that the National Curriculum document under the chairmanship of Prof. Martin Harris, in laying down what we may require from pupils between the ages of 11–16: i.e. **pre**-A Level, expects pupils to be conversant with all cultures speaking the target language – and yet fewer than 1 student in 30 knew the word for Austrian, and hardly more than 1 in 100 could spell it correctly or provide the appropriate adjectival ending. Surprisingly, more than half of the sample chose the inappropriate form of du/Sie for 'you'. Worse still, fewer than 1 student in 8 either opted to use, or could use correctly the ihr form for the last sentence. Indeed, many students complain that they had never heard the familiar plural in all their time at school, where the teacher spoke to individual students with du but used Sie when addressing them collectively, and permitted the use of Sie rather than ihr when pupils spoke among themselves. This, too, flies in the face of practice as laid down by Harris for the pre-GCSE stage. And surely one could assume that post-A Level students recognise the difference between 'zuhause'/'nach Hause' and know for sure so basic a member of the family as 'brother'? Yet the majority omitted the umlaut on 'älter' while providing it unwanted on 'Bruder'... Many, indeed, thought that the existing '-er 'ending on the superlative renderered any further ending superfluous – and about as many put the unwanted '-er' ending on the possessive adjective ['meiner alter/älter Brüder'] ... What is, incidentally, the German for 'sod's law'?!! ...

In the light of the above, it seems superfluous to point out that the more advanced points of grammar [passive!; difference between 'konnte/könnte; mußte/müßte' the correct formation (or better still avoidance!) of passive sentences with dative verbs; weak nouns (hardly a student seemed to know for sure how to say 'a Frenchman' let alone recognise him as a weak noun requiring an additional 'n') were simply beyond the competence level of all but a handful (10%?) of those taking the test. Incidentally, most students **claim** that they were never properly introduced to the phenomenon of the 'weak noun', and assure me that they were told that most nationalities are expressed by 'adjectival nouns', though, having been made to believe that adjectival endings are not a necessary weapon in the A-level battle, they had never learned to use these, anyway. The information that for all intents and purposes of the nationalities only the word for a 'German' is an adjectival noun, and that adjectival nouns and weak nouns are completely different phenomena comes as a severe blow to most new arrivals at university. Yet it remains perverse that the most crucial word in the vocabulary of a student of German, namely how to express and use the word for 'a German', is the one that eludes them to the bitter end. Even allowing for an inability to cope with adjectival endings, surely after 5 years of German the message should have been driven home that the word 'eine Deutscherin' simply does not exist.

Conclusions from the tests

When reporting these results to the **Conference of University Teachers of German** in Guildford in April 1995 it transpired that three camps exist among the university teaching profession. First, a small, and one suspects, diminishing number of colleagues who do not want to know, see language teaching as something to be assigned to the newest, youngest and worst-paid members of the profession, thus leaving the job of **real** university lecturing to senior colleagues with research interests in other areas than the language. The other two camps are shared by those with a genuine interest in the teaching of the language, but divided between the hard-line linguisticians, in search of theoretic models and a quest for the Holy Grail, better defined as *eine klinisch erprobte Fachdidaktik*, leaving a third camp of foot-soldiers trying desperately to find solutions above all to the entrenched sloppiness and distaste for detail and accuracy brought about by five years of pre-university teaching geared to public examination structures that play down to a ludicrous degree the idea that accuracy and language awareness should be part and parcel at this stage of the language learning process. Not that I am saying that the purpose of the A-level examination should be geared solely to the idea that a pupil may wish to study the subject afterwards at university. *Das sei ferne von mir.* But the A-level course should not be, as it now is, *positively inimical* to later study.

Ironically, the greatest tensions among academics appear to exist between the linguisticians and the language teachers. Partly this is because both groups are engaged in, and failing at, the same activity. Linguistician colleagues try to assure me that students are 'not bad at the grammar, only at the morphology' [as if morphology were not part of grammar, even if the diagnosis were true, which it is not!]. Others throw up their arms in horror that I am voicing misgivings in public, making me out to be a dangerous maverick 'espousing a right wing agenda' and publishing in the hated Murdoch press. Surely it is the keeping of the masses in happy ignorance that is at the heart of any right-wing agenda! And since when is a quest for accuracy and good practice something that needs to be politicised or even thought of in such terms?

Other colleagues have raised more valid and reasoned objections to the nature of the test. Some optimistically claimed that students made the dreadful errors in the profusion they did primarily because they were inevitably encountering language interference from the given English of the sentences that were required to be 'expressed in' [not 'translated into'] German. Would it were so simple! The Examiners' Report following the 1st Year Exams at one of our older universities in 1993, an examination consisting of a Translation into German and a Comprehension [German > German] exercise, pointed out that, in virtually every case, candidates were equally good or bad at both exercises, with 'scarcely any candidates' who did well in one but badly in the other. More worrying was the observation that *'Their mistakes in the two exercises were very numerous and* ***very*** *basic. On this evidence half the candidates sitting the exam do not have any trustworthy command of even the basic rules of German grammar. Errors were made in declension, cases, number, word-order etc. with astonishing consistency just about wherever such errors* ***could*** *be made.* ***Many candidates were incapable of making any correct use of the German given them in the comprehension passage***'.

This alarming comment on students' inability to seize on even the correct German given them is dramatically confirmed by a sheet of errors sent to me recently by a colleague at an established and highly-regarded German Department with stringent entry requirements. A course of history lectures in German, involving the reading of German texts, produced distortions of the German language [and more crucially of major events in German history!] such as:

> *Die Braunen waren zu die Leute gegen Hitler 'machen verschwinden". Sie waren die SS heissen.*
>
> *Das ist das Schritt fort, das nur aus den Kreisen des deutschen Adels kommt. Es ist wenn man fort gehen muß, nach ein Führer wie Hitler in Deutschland war, und Deutschland wiederbauen.*
>
> *Die Kommunisten wollten Deutschland kommunistisch zu sein und der Texte behandelt sich von die Methoden, die den deutschen Kommunisten wählen hatten.*
>
> *Die ersten Kriegsausbruch war im 1914, weil jemand hat den nächsten Kaiser getoten.*
>
> *Plötzlich bekamen die Nazis strenger, wenn Hitler in der Politik kam. Die linke Seite bekam schwacher, weil Hitler so sozialist war.*

We know that the above 'German' arises from a German and not an English base; we may certainly observe that we are not dealing here with a few cosmetic morphological errors, but with profound ignorance of the target language in virtually every linguistic feature. Can we honestly say that this represents a satisfactory conclusion to 5 years study of the language, bearing in mind that the authors of the above come from the cream of A-level linguists? And can we continue to hide behind didactic ideologies and methodological misgivings to justify this end product?

More crucially, we must ask ourselves in all honesty how the above 'German' squares with the Grades criteria as specifically defined by SCAA[1] for **GCSE**, two years prior to A-level. **Grade C** [generally considered to be a wobbly starting point for A-level] requires that a candidate should be able to write 'simple formal letters . . . The style is basic but despite errors the writing *conveys a clear message*'. How much less can we square the above offerings with the requirements for a **Grade A**! Here candidates 'select and make appropriate use of reference materials. [They] give factual information . . . produce longer sequences using a range of vocabulary . . . *Their spelling and grammar are generally accurate, and the style is appropriate to the purpose*'. No one will wish to assail these as desirable criteria. But, if they are achieved already by GCSE, why are they so little in evidence post-A level? And if, as one suspects and believes, they are simply not achieved by GCSE, why are Grades A-C dished out willy-nilly to candidates who are not within a mile of attaining the defined criteria!? Likewise, if the criteria are not being met, why do we not openly acknowledge the fact, and *either* set honest and realistic targets, *or* set about doing something to ensure that teaching methods, the time devoted to the subject, and course planning are all revised, so that the criteria really are achieved and can be adhered to?

The way forward

As I said at the opening, this is not an accusatory document, but a search for causes [of an effect that I hope I have graphically depicted]. And having hazarded the causes, I venture to indicate where therapy seems most appropriate. Typically an academic will blame the GCSE examination for all our current woes. While I have some sympathy with this diagnosis, and have seen two offspring already picking up respectable grades for German with little effort, no inclination and even less understanding [while picking up lower grades, with much more talent and much more endeavour in the 'easy, non-academic' Art course], I do not believe that GCSE is solely to blame, though it must carry a large part of the responsibility. Why, with so little clue, have two of my sons scraped together such acceptable grades [one had a B and the other a C, to their parents' infinite pride and relief], deemed good enough to pursue the subject at A-level? And why is my linguistically more motivated daughter able to tell me: *Mir ist kalt*, but be utterly unable to generate from that the question to her mother: *Ist dir auch kalt?* Why can she not see that if you can't say: *Ich bin kalt* then you can't say *Bist du auch kalt?* either? In GCSE-speak individual phrases appear to exist only in their own right and are not seen to be the bearers of a linguistic message with implications for other parallel situations. However, if there is a perceived need for a less than academic language course that will encourage a large number of children to have a go, then so be it. I may disagree with it, but I can live with it at that stage, even though I would be happier if visits abroad with one's children really did establish that they were keen, willing, nay, positively raring to go when it came to communicating in shops or on the camp site. This has not in general been my experience!

Having said all that, I would be less than true to myself and rather less than honest, if I were not to say in all openness that my own personal preference would be for a GCSE course that placed some emphasis, from the very outset, on the fact that German is characterised by a seemingly complex case system that makes it very different from English, and that systematically those intricacies have to be grasped and put into practice. Accuracy may be initially a bore, but ultimately it is an asset, and the acquisition of habits of accuracy becomes **more** rather than less difficult with the passage of time. On a similar theme, I must also express solidarity with a large number of teachers [and 4th Year undergraduates translating into English] who feel that the first step towards all this may lie in the teaching of English [or reading and writing] during the formative first years at school. Beautiful art work adorning the primary [and/or middle] school walls is all too often left with glaring spelling errors and no clear division into sentences. Yes, we need to encourage, but do we have to display unnecessarily imperfect items of work as positive exemplars? Surely it is more encouraging to display the work corrected than it is discouraging to correct the errors prior to display? Since children permanently ask parents how to spell words, they are clearly emotionally capable of accepting where words are misspelt or other errors have been made. Is this not all part of the learning curve? And is it not better to demonstrate how perfection can be achieved with a bit of help, than to permanently give the message that inaccuracy ultimately does not matter?

The real villain of the piece, however, has to be seen to be A-level. Little or nothing appears to be done during those two critical years to divert the alleged enthusiasm for the subject up to GCSE [though often it appears that enthusiasm is wrongly confused with the high grade achieved] towards a more rigorous and critical look at the way in which the language functions. Students tell me that my apparent obsession with accuracy is misplaced, since it is well-known that these things [meaning gender, case, endings, strong or weak verb, plurals etc] 'simply do not matter'. For, 'if they understand you, that's good enough'. Teachers appear to be working round the clock, finding materials, videoing TV programmes etc, etc, to be able to cover the 22 or however many topics. But the result is students who have discussed urban pollution, but do not know the plural of *Stadt;* students who can list the political parties, but do not know the gender of *Partei;* students who have discussed *Gleichberechtigung* and *Emanzipation* but cannot produce *Frauen* as the plural of the word for 'woman'! The A-level examinations themselves, *prima facie,* are wonderfully designed and thoughtfully constructed. But at the end of the day, the **linguistic expectation** is so limited, and what passes as acceptable so easily attained, that we are producing as potential undergraduates – and hence potential teachers – linguists whose capacity in the target language, including, I fear, in terms of comprehension and communication, do not compare with the linguistic talents displayed by 15-year old students from Italy, Hungary and Austria who annually invade my household in July to attend language courses in Windsor [and finance a few weeks' French oral practice *en famille* in the Dordogne].

If changes are to be made, and if we are to start to produce in greater quantity competent teachers of foreign languages, potential export managers etc. etc., then it is at the post- GCSE stage that the most radical revisions must be undertaken. An A-level pass of any quality [Grade B or better] must be a guarantee of a degree of surefootedness over a range of pre-determined structures. If at university level we could take for granted at least a real understanding of the case system, verb morphology, adjectival endings [and therefore also adjectival nouns], the construction of the passive, relative and subordinate clauses and the difference between *wenn, wann, als,* then I, for one, would happily undertake the finer points of the subjunctive, reported speech and whatever else it was decided could not be covered during the five years prior to university entrance.

But as it is, university teachers are forced to go back to scratch, to explain why *der* may become *den,* why *in die Küche* differs from *in der Küche,* why a German woman is *eine Deutsche,* and why we have *drei Deutsche* but *keine Deutschen,* and that inevitably *der Deutschen* must mean something different from *der Deutsche.* As each new intake comes, and the remedial work becomes harder, more extended, and less willingly absorbed, I am constrained to think of the hapless wanderer in Schubert's *Winterreise,* forced by circumstance to the conclusion: *daß mir's vor meiner Jugend graut – wie weit noch bis [zur Pensionierung]*?!

Footnote

1. S.C.A.A.: GCSE Regulations and Criteria, March 1995, p. 63.

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The *Infobahn* as teaching resource

Paul Gubbins University College, Salford

Internet, *Infobahn*, World Wide Web . . . these are terms likely to give the shivers to all but the most computer-literate teacher more concerned with everyday pressures of monitoring and recording, budgets and – occasionally – teaching than grappling with ever-changing computer jargon. Indeed, in many a school, the average year 10 pupil is probably more *au fait* with developments in computer communication than the majority of staff. And, while valuable pioneering work has been conducted in certain education authorities involving overseas classroom links via electronic mail, enabling pupils rapidly to exchange ideas and opinions with their peers in other countries, it is fair to say that many, possibly older, teachers are intimidated by the possibilities afforded by current communications technology. One of these possibilities involves the acquisition of up-to-the minute teaching material in German as well as the opportunity to seek information on a wide variety of German-related topics from sources as vast as the internet itself.

Certainly the German government has not been slow to exploit on-line dissemination of information pertaining to the Federal Republic. A press release dated May 24, 1995, from the German Embassy in London alerted recipients to a new service, the Deutschland Info+Forum, available via CompuServe, one of several on-line electronic communications systems giving ready access to the Infobahn. According to the press release, the federal government 'sees in CompuServe an effective way to meet the rapidly increasing world-wide demand for instantly available electronic information and a useful contribution to the international data networks.'

The possibilities afforded by CompuServe are too vast to cover in a short article. Broadly, for a monthly charge of £6.25 (this figure could fluctuate according to the pound/US-dollar exchange rate), the company offers on-line access to 120 basic services including news, weather and TV reports, as well as more significantly the facility to send and receive electronic mail. Of particular interest to German specialists is the Spiegel forum **(go spiegel)**, available as a basic service, and containing the week's articles, plus the opportunity to download the cover page. Other opportunities are available, at slightly increased charge, and these include special interest forums, including a vast area concerned with foreign languages **(go flefo)**. Here, for instance, users can contribute to debate about language usage, respond to interpreters' queries, pose questions about literary, social and other topics, consult or contribute to library files, or 'speak' to anyone who happens to be in the forum at the same time. German has its own section, as well as French, Spanish and a host of other languages, including Esperanto. It is also possible, in the Spiegel forum, to discuss the week's news with other Spiegel readers.

Up-to-date

The new forum, Deutschland Info+ Forum (available under **go infogermany**), is backed by publishers Frankfurter Societäts-Verlag together with the federal government's press and information office and the Foreign Office in Bonn. It operates in the same way as other **forums**, with the important distinction that the contents of the forum are generated not only by individuals but by organisations supported and approved by the federal government. The material in the forum is not only up-to-date (the great advantage of electronic information systems over, for instance, a conventionally printed newspaper) but also covers a range of current political, social, economic and cultural affairs.

The forum is not, however, an official organ of the German government (despite the possibly misleading impression to this effect which prevailed at its inception). A message posted in the forum made this plain: 'Es wurde leider berichtet, daß Deutschland Info+Forum ein offizielles Regierungsforum sei. Dies ist nicht der Fall, und Vertreter der Regierung werden Anfragen nicht direkt beantworten können. Das Forum wird vom Societäts-Verlag in Zusammenhang mit dem Presse-und Informationsamt der Bundesregierung und dem Auswärtigen Amt betrieben' (download: July 10).

Current subscribers to CompuServe will be familiar with the forum-principle and have no difficulty in gaining access. They simply type the command **'go infogermany'** – for ease of access regular users will log this in their 'favourite places' menu and simply click onto the command – to find themselves in the forum. They can then opt for one of three basic sections: messages, library or conference.

The message section is subdivided:

General/Allgemeines
Politics/Politik
Economy/Wirtschaft
Research/Forschung
Culture/Kultur
Education/Bildung
'Deutschland'
Facts About Germany
Speaker's Corner

This last section – the title is not translated into German – is a newer addition created in response to overloading elsewhere. The on-line explanation from the forum manager – sysop, in the jargon – read: 'Nachdem General/Allgemeines' (Sektion 1) etwas unübersichtlich geworden ist, haben wir uns entschieden, eine neue Sektion ('Speaker's Corner') einzurichten, damit Mitglieder sich frei äußern können. Ab jetzt sollte 'General/Allgemeines' nur für allgemeine Anfragen benutzt werden' (download: July 10).

It has been interesting to note the changes in the forum since its inception (and, by the time this is published, no doubt it will have changed again). The balance of the forum in the first few weeks was tilted in favour of government press releases deposited by the supporting organisations. Two months later these tended to be submerged by individual messages, comments, opinions; June, for instance, saw lively international discussion on the environmental implications of the proposed abandonment at sea of the Shell Brent Spar oil rig. What a find for any teacher wanting written material in German on a topic of immediate significance . . . and, if CompuServe were installed in the school, what a chance for pupils to participate!

Nevertheless, not every user appeared happy about the change. An almost Heine-esque message dated June 15 stated: „Das Forum ist doch zeitweise so tot wie die Bonner Innenstadt nach 20.00 Uhr. Ein bißchen Stimmung dürfte ruhig sein. Viele sind halt enttaüscht, daß ein quasi regierungsamtliches Forum erwartet wurde und jetzt die ganze Regierung eigentlich nicht mit dabei ist." Another user was more charitable: „Es ist mir auch klar, daß ein neues Forum beim Start Zeit braucht. In der Politik gibt man, glaub ich, 100 Tage Zeit?" (May 19).

Information-exchange

In another sense, too, the forum has matured. Early messages in the general section pondered the etiquette of E-mail communication. One subscriber wondered: „Ich war mir erst auch nicht sicher ‚Du' oder ‚Sie', weil die Infos der einzelnen Sections [sic] waren in der Sie-Form . . . aber in Deinen Messages [sic] fand ich aber doch noch das ‚Du' (May 19)," Two months later such questions were largely resolved – generally in favour of Du – and the forum seems to have settled into the role for which it was intended: namely, an information exchange. Speaker's Corner on July 10 revealed, for instance, debates on 'Umweltschutz', 'Kein Sex vor der Ehe?' (a researcher apparently seeking appropriate views – anonymity offered – for a radio programme) and 'Berlin Unser Treff' (a forum user in Berlin wanting to get together over a beer with other net-surfers). The language issue, too, appears to have been resolved firmly in favour of German (translations in English are available of press releases): most of the users appear to be German, using their native language (including on occasion dialect, which adds colour and stylistic variation), although UK and American contributors are to be found using (depending on language capability) a mixture of English and (sometimes) execrable German. However, quite what base-language the writer of the following proclamation was using is open to debate: 'Der Writers' Room Hamburg ist online.'

The other principal section is the library. This, like the message section, is subdivided, and users click on to any of the listed areas:

General/Allgemeines;
Foreign Affairs/Politik;
Foreign Office/Ausw.Amt;
Economy/Wirtschaft; Dept.Econ/BMWi;
Science/Wissensch; Dept. Science/BMBF;
Culture & Language; Kultur & Sprache
Education; Bildung
Deutschland (English); Deutschland (Deutsch)
Facts about Germany; Tatsachen ueber Deutschland
Deutsche Welle; Gallery
Entertainment
Reisehinweise

The mixture of English and German in the section is apparent; interesting, too, is the division between subject areas and the ministries responsible for those areas. All sorts of information can be gleaned from this section: for instance, the Bundesstelle fuer Außenhandelsinformation (BfAI), in a press release dated simply April 1995, explained it was „eine dem Bundesministerium für Wirtschaft zugeordnete moderne Servicestelle für deutsche und ausländische Wirtschaftspartner. Sie bietet aktuelle, praxisnahe Informationen über wichtige Auslandsmärkte und über den ostdeutschen Markt." Under **Reisehinweise**, a notice dated May 11 warned: „Aufgrund der im zentralafrikanischen Zaire aufgetretenen Virus-Epidemie rät das Auswärtige Amt bis auf weiteres dringend von Reisen dorthin ab."

The **Gallery** section enables users with a compatible printer to download pictures of German politicians (together with a brief biography). One subscriber, having used the facility, noted in the messages section: „. . . habe bei meinem ersten Besuch testweise ein Bild von Helmut Kohl auf meinen PC überspielt – seltsamerweise hat er eine ziemlich rot-grün-Färbung. Das kann doch wohl keine Absicht sein – vielleicht hat es ja auch einen tieferen Sinn" (May 21). In many respects this comment typifies the forum: a mix of the serious and light-hearted, reflecting official and individual concerns, and expressed in a range of style and register. What other teaching resource can offer such breadth, such actuality, such immediacy?

Genuinely interactive

The final area of the forum is the conference facility . . . a possibly exaggerated term to describe the opportunity to enter into direct communication, via the screen, with anyone who happens to be simultaneously using the forum. CompuServe provides an icon to list the names of current forum users: adjacent to the list is a 'talk' button which brings up a dialogue box. Type in a message – **Hallo! Wie geht's?** is a useful, if unoriginal, opener – and await results. It might be you are ignored; it might be you find yourself in dialogue with a 67-year old retired policeman, a 38-year old insurance salesman or a 12-year old computer freak . . . and it could be the start of a lasting friendship. And again: what other teaching resource is as genuinely interactive as this?

Clearly, there are drawbacks. The principal one is cost. Apart from the initial registration with CompuServe (at the time of writing Guardian readers could join free of charge and receive £10 to explore the system) there are phone charges: a private subscriber would be wise to use the service at the evening or weekend to benefit from cheaper, off-peak rates. This is not because of the intrinsic cost of consulting or downloading forum information which, with a fast modem of 14,400 bps, is not excessive, but because of the temptation to remain on line . . . to enter other forums, to surf the net, to investigate the World Wide Web, to download film clips, to . . . the list is endless. And neither last nor least in terms of cost: the hardware itself. A computer with a 286 processor, preferably higher, is essential, as well as a compatible modem to send and receive the information; possibly, too, a suitable printer to obtain from the picture gallery portraits of politicians in the news. Advice about hardware should be sought from a dealer or knowledgeable friend; information on current CompuServe services and charges is available on 0800 289378. For those who remain daunted by the prospect of going on-line, CompuServe provides comprehensive and helpful freephone trouble-shooting; the writer of this article can vouch for its efficacy.

The Deutschland Info+Forum, perhaps better than any other medium, can capture the constant and daily shifting mood of German society, culture and language. It presents an image of a nation fashioned not only by journalists, press-spokesmen and assorted officialdom but also by ordinary people. Teachers of German have immediate access to the mood of the people, for the people (albeit that section of society with the purchasing power to join the Infobahn) have, via the net, a clear, direct and unedited voice. This is the crucial distinction between the forum and other, more traditional teaching resources such as the press, TV and textbooks, where information is either filtered, or out-of-date, or both.

The Deutschland Info + Forum, as well as the other language possibilities afforded by CompuServe, deserves the serious consideration of any teacher of German who wishes to keep a finger on the pulse of the nation . . . and wishes his or her students to do the same. And it would be nothing short of scandalous if fear of modern technology were to cone off the slip road to the Infobahn. Access is easy; the system, in the dreadful phrase, user-friendly . . . there is really no excuse. So . . . click on!

From the Editor Poetry competition

Avid readers of the journal will see that the poetry competition has not made its usual appearance in this issue. My apologies to the regular entrants to the competition. However the Editorial Board is seeking to devise a new competition to be launched in the next issue which will hopefully have a wider entry. We are particularly keen to encourage sixth formers to enter the competition. If readers have any suggestions to make about such a competition, we would be pleased to hear from you. The Editor is also always pleased to hear your comments about the journal in general. Possible changes to the format of the journals are currently being discussed and again we would welcome your comments on what you would like to see. Finally a plea to contributors – please read the *Notes to Contributors* on page 64 before sending in your article. Please also note the Editor's new address on page 1.

Dichtung und Wahrheit: Writing poetry in German

Jim Jordan Cirencester Tertiary College

After years of sporadic forays into the use of poetry writing as a German teaching medium, it was a superb presentation by Susan Myles at a conference of the Association for Modern German Studies in London in November 1994 which spurred me on to incorporate the writing of poetry more systematically into my teaching of adults and 16–19 year olds at GCSE and A-level.[1] The results have been highly productive and I hope with the help of my students' work to make the case that the judicious use of this exercise brings satisfaction, motivation and progress to all students, and that it can be employed at any stage in their linguistic development.

The use of poetry in German teaching is of course hardly new. In particular *Jugendscala* and its successor *Juma* have frequently featured poetry, but with a concentration on 'konkrete Poesie' which, through its largely presentational and pictorial appeal, was justly popular amongst younger language learners – and teachers desperate for a display for an open evening! Such poetry has however only passing appeal for older learners, and it can often through its presentation militate against a more flexible manipulation of the text itself and the deliberate inclusion of specific linguistic objectives.

It is not sufficient though simply to enjoin students to create: endless hours spent musing before a blank sheet of paper are not a luxury which can be afforded in a world of syllabuses stuffed to bursting with content and concepts. Students need models not only to provide them with a structure for their inspirations, but also to give them the satisfaction of understanding and analysing 'real' poetry, written by established poets.

Unthinkingly these writers often make poetic structures out of a reiterated grammatical feature. Susan Myles provided an excellent range of such poems and one suggested itself for immediate use, employing a related series of nouns, most with the definite article, leading up to a two-line *sententia*:

Meine Zukunft

Ein Schulabschluß
ein paar wilde Jahre
ein Haufen Idealismus
ein Beruf
eine Hochzeit
eine Wohnung
ein paar Jahre weiterarbeiten
eine Wohnzimmergarnitur
ein Kind
eine wunderschöne komfortable
Einbauküche
noch 'n Kind
ein Mittelklassewagen
ein Bausparvertrag
ein Farbfernseher
noch 'n Kind
eine Lebensversicherung
eine Rentenversicherung
eine Zusatz-Krankenversicherung
ein Zweitwagen mit
Vollkaskoversicherung
und so weiter . . .
und so weiter . . .
Hoffentlich bin ich stark genug,
meiner Zukunft zu entgehen.[2]

The potential for use at GCSE level was obvious: a series of substantives accompanied by articles and the occasional adjective, with scarcely a verb to cloud the issues! The rather philosophical perspective immediately struck a chord with my adult students, who produced two striking Nachdichtungen, one of which will be considered at the end. This is the other, written by an experienced Classics teacher who now teaches part-time and manages his school's gardens:

Die tägliche Routine (Teilzeit)

Die Pfeife
Die Tür
Das Gartentor
Eine Nachbarin mit Hund
Gespräch
Die Dorfstraße
Ein Rentner – fast 100 Jahre alt
Kleines Gespräch
Der Traktor
Kein Gespräch
Die Frau eines Kollegen
Gespräch
Kind
Die Kirche
Noch 'n Kind
Das Treibhaus
Noch 'n Kind
Gespräch
Das Landhaus
Viele Kinder
Gespräch
Das Lehrerzimmer
Gespräch
Kaffee
Hoffentlich bin ich stark genug
nach Hause zurückzukommen,
um meine deutschen
Hausaufgaben zu machen.[3]

Encouraged by the results, I gave a similar brief to first-year A-level students, one of whom decided to dispense with an explicit *sententia*, relying instead on a disciplined structure which, by means of a clear progression, achieves its point through suggestion:

Verstädterung

Landschaft,
Forste, Flüsse,
Wälder, Wiesen, Wasserfälle,
Gebüsch, Gestrüpp, Gesträuch,
Gebirge,
Bäume, Blumen, Blätter, Bäche,
Bauernhof,
Dörfchen
Häuser,
Geschäfte, Getöse,
Läden, Lärm, Lastwagen,
Autobahn, Andrang, Abgase,
Abfall,
Fabriken, Firmen, Fahrbahn,
Flughafen, Fahrzeugkolonnen,
Stadt

Verkehr,
Straßennetz, Staus,
Dreck, Dunst, Durcheinander,
Müll, Märkte, Massenauflauf,
Maßlosigkeit,
Kraftwerke, Kaufleute, Käufe,
Kundschaft, Kommerzialisierung,
Großstadt

Industriegebiet,
Wolkenkratzer, Wagen,
Unrat, Unbekümmertheit,
Unkenntnis,
Verderben, Vergeudung,
Verschwendung, Verschuldung,
Schmutz, Schaden, Sinnlosigkeit,
Sorglosigkeit, Selbstsucht,
Schuld

Encouraged by these results, I returned to a poem I had often used from the course book *Einsicht*, 'Reifezeugnis':

Ich wollte
Nähe
und bekam
die Flasche
Ich wollte
Eltern
und bekam
Spielzeug
Ich wollte
reden
und bekam
ein Buch
Ich wollte
lernen
und bekam
Zeugnisse
Ich wollte
denken
und bekam
Wissen
Ich wollte
Liebe
und bekam
Moral
Ich wollte
einen Beruf
und bekam
einen Job
Ich wollte
Glück
und bekam
Geld
Ich wollte
Freiheit
und bekam
ein Auto
Ich wollte
einen Sinn
und bekam
eine Karriere
Ich wollte
Hoffnung

einen Überblick
und bekam
einen Einblick
Ich wollte
frei sein
und bekam
Disziplin
Ich wollte
und bekam
Angst
Ich wollte
ändern
und erhielt
Mitleid
Ich wollte
leben . . .[4]

In the past I had used this as the basis for poems of adolescent frustration, concentrating on the content and context rather than the structure and argument, but now I had reason to believe that I had underestimated the creative capacities of my students, so I resolved to change the brief. They were now to write a poem based on sentences with an antithetical structure, contrasting expectation or illusion with reality. The results were better than I could possibly have hoped for:

Ein Baby zu sein

Ich bekomme die Flasche
aber wünsche zu schlafen.
Ich bekomme Spielzeug
aber wünsche zu essen.
Ich bekomme ein Buch
aber wünsche mir die Flasche.
Ich bekomme Besuch
aber wünsche mir Spielzeug.

Weine, wenn ich müde bin,
weine, wenn ich essen will,
weine, wenn ich böse bin,
weine, wenn ich mir Mutti
wünsche.

Kann weder sprechen noch gehen,
kann nur weinen oder schreien,
den ganzen Tag von morgens bis
abends,
bis meine armen Eltern verrückt
sind!

So ist das Leben eines kleinen
Babys,
es ist nicht leicht oder lustig,
wir wachsen aber alle auf,
und fast ist diese Zeit vorbei!

In addition to inverting the hope/reality structure of the model, the student has here added a strong second stanza based on a subordinating conjunction. The first stanza too recycles vocabulary to underline the instinctive nature of the baby's requirements and the experience, shared by many parents, of frustration in identifying the baby's precise needs is seen this time through the latter's eyes. It is however the tone of the poem which leaves the lasting impression, the perspective often used in films, advertisements and books (for example *Die Blechtrommel*) of the child, mature and aware beyond its needs, but unable to communicate its thoughts because of physical and linguistic limitations.

Quite different in tone is the next example, which employs a highly original context and perspective:

Vogelträume

Ich erwartete zu fliegen,
aber fand nur den Boden.
Ich ersehnte Feinschmecker zu
sein,
aber fand nur die Würmer.
All die anderen hatten Federn,
aber ich nur Flaum.

Ich träumte von einem Heim,
aber fand nur die Zweige.
Ich wollte Liebe,
aber fand nur das Gewehr.
All die anderen hatten Frieden,
aber ich wurde zur Beute.

Ich wollte eine Familie,
aber fand nur einen Kuckuck.
Ich brauchte einen Freund,
aber fand nur einen Adler.
All die anderen hatten Freiheit,
aber ich nur den Käfig.

The tone here is much more melancholy, and the fears and frustrations of a little bird have been thoughtfully described. What distinguishes this poem above all else is the use of the bird as a metaphor for the bewilderment and estrangement of the 'kleiner Mann' or outsider in an uncaring, even hostile environment, in which he/she is

Meine Zukunft

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ein paar wilde Jahre
ein Haufen Idealismus
ein Beruf
eine Hochzeit
eine Wohnung
ein paar Jahre weiterarbeiten
eine Wohnzimmergarnitur
ein Kind
eine wunderschöne
  komfortable Einbauküche
noch 'n Kind
ein Mittelklassewagen
ein Bausparvertrag
ein Farbfernseher
noch 'n Kind
eine Lebensversicherung
eine Rentenversicherung
eine Zusatz-Krankenversicherung
ein Zweitwagen mit
  Vollkaskoversicherung
und so weiter . . .
und so weiter . . .
Hoffentlich bin ich stark genug,
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Verstädterung

Landschaft,
Forste, Flüsse,
Wälder, Wiesen, Wasserfälle,
Gebüsch, Gestrüpp, Gesträuch,
  Gebirge,
Bäume, Blumen, Blätter, Bäche,
  Bauernhof,
Dörfchen

Häuser,
Geschäfte, Getöse,
Läden, Lärm, Lastwagen,
Autobahn, Andrang, Abgase,
  Abfall,
Fabriken, Firmen, Fahrbahn,
  Flughafen, Fahrzeugkolonnen,
  Stadt

Verkehr,
Straßennetz, Staus,
Dreck, Dunst, Durcheinander,
Müll, Märkte, Massenauflauf,
  Maßlosigkeit,
Kraftwerke, Kaufleute, Käufe,
  Kundschaft,
  Kommerzialisierung,
Großstadt

Industriegebiet,
Wolkenkratzer, Wagen,
Unrat, Unbekümmertheit,
  Unkenntnis,
Verderben, Vergeudung,
  Verschwendung,
  Verschuldung,
Schmutz, Schaden, Sinnlosigkeit,
  Sorglosigkeit, Selbstsucht,
Schuld

Reifezeugnis

Ich wollte
Nähe
und bekam
die Flasche
Ich wollte
Eltern
und bekam
Spielzeug
Ich wollte
reden
und bekam
ein Buch
Ich wollte
lernen
und bekam
Zeugnisse
Ich wollte
denken
und bekam
Wissen
Ich wollte
einen Überblick
und bekam
einen Einblick
Ich wollte
frei sein
und bekam
Disziplin
Ich wollte
Liebe
und bekam
Moral
Ich wollte
einen Beruf
und bekam
einen Job
Ich wollte
Glück
und bekam
Geld
Ich wollte
Freiheit
und bekam
ein Auto
Ich wollte
einen Sinn
und bekam
eine Karriere
Ich wollte
Hoffnung
und bekam
Angst
Ich wollte
ändern
und erhielt
Mitleid
Ich wollte
leben . . .

Ein Baby zu sein

Ich bekomme die Flasche
aber wünsche zu schlafen.
Ich bekomme Spielzeug
aber wünsche zu essen.
Ich bekomme ein Buch
aber wünsche mir die Flasche.
Ich bekomme Besuch
aber wünsche mir Spielzeug.

Weine, wenn ich müde bin,
weine, wenn ich essen will,
weine, wenn ich böse bin,
weine, wenn ich mir Mutti wünsche.

Kann weder sprechen noch gehen,
kann nur weinen oder schreien,
den ganzen Tag von morgens bis abends,
bis meine armen Eltern verrückt sind!

So ist das Leben eines kleinen Babys,
es ist nicht leicht oder lustig,
wir wachsen aber alle auf,
und fast ist diese Zeit vorbei!

only seeking to fulfil modest universal aspirations: love, belonging, respect, freedom. Apart from my students' linguistic capabilities and imagination, I had clearly also underestimated them as poets.

These exercises proved enormously successful with students for a variety of reasons. Of course they provide welcome relief from the study of important but inevitably rather earnest social and political topics, and they provide an outlet for the creative urges and talents of students. They also give them the chance to write not just for but about themselves, an opportunity ostensibly offered by many syllabuses but which we in practice may not provide in sufficient quantity. The exercise also reaches the kind of student who may need this to unlock his/her engagement in and enthusiasm for the language. Finally, as cohorts of National Curriculum students march through our institutions, we will find that we have new expectations to meet in terms of creative writing.

I will leave the final word on the subject to one of my adult GCSE students, who found her own way of rumbling my pedagogical intentions in the exercise and of communicating her view on the grammar versus communication debate:

Meine deutsche Laufbahn

Eine Anmeldung
Eine neue Ausdrucksweise
Hauptwörter und Zeitwörter
Fälle und Zeiten
Präpositionen
Undenkbare Endungen
Bindewörter
Wortstellung
Satzbau
Hausaufgaben
Auch Gedichte!
Und alles um sich verständlich zu
  machen
im Urlaub!!

Notes

1. Susan's talk, 'Keine Angst vor der Lyrik', was given at the Goethe-Institut on 12 November 1994. I am very grateful to her for the suggestions she made there.
2. From *Morgen beginnt heute*, ed. by Uta Biedermann *et al*, Programm Beltz und Gelberg, Weinheim/Basel: Beltz Verlag, 1981.
3. I reproduce these poems with the kind permission of the Cirencester College students who wrote them: Bill White, 'Die tägliche Routine (Teilzeit)'; Ellen O'Hare, 'Verstädterung'; Paul Jensen, 'Ein Baby zu sein'; Simone Spencer, 'Vogelträume'; Ros Stowell, 'Meine deutsche Laufbahn'.
4. Paul Stocker and Keith Saunders, *Einsicht – Teacher's Book*, London: Hodder and Stoughton, 1989.

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Teaching Böll's *Katharina Blum*

Nigel Harris University of Birmingham

For several years now, *Die verlorene Ehre der Katharina Blum* has been a popular text on German A-Level syllabuses. Böll's 'Erzählung' recommends itself for sixth-form study for a variety of reasons: it is not unduly long, presents an interesting and complex main character and, above all, raises issues which in many respects are as relevant to a British audience in the mid–1990s as they were to its first readers in 1974. Studying *Katharina Blum* is, however, by no means an easy option: quite apart from the work's thematic complexity, its language presents numerous pitfalls to the inexperienced reader, and Böll's narrative technique is sophisticated and at times elusive. Nevertheless, working on it is well worth the effort involved, not just because the story itself still has power to entertain, stimulate and move, but also because it can act as a valuable introduction to the study of numerous aspects of post-war German society.

Editions and other reading

Katharina Blum is available in three paperback editions (which is why I refer to it in this article by chapter and not by page number). The most obviously appropriate edition for use in British schools is the one which appears in the 'Harrap's Modern World Literature' series, published by Nelson at £6.50. This contains an introduction and notes (in English) by Ulrike Hanna Meinhof and Ruth Rach. The introduction is full and informative, if at times idiosyncratic and now rather out of date; the notes on linguistic problems are good but could with benefit be more numerous. The vicissitudes of the pound mean that the only currently available dtv edition (dtv großdruck 25 001, DM 12,90) is no longer a financially attractive alternative; but, for ten Pfennigs less, one can still buy the 1984 Kiepenheuer & Witsch edition (KiWi 62), which contains some seventy pages of very useful 'Materialien'. These include two important essays by Böll, his 1972 *Spiegel* article *Will Ulrike Meinhof Gnade oder freies Geleit?* and his 1984 reflections on *Katharina Blum* entitled *Zehn Jahre später*, along with relevant excerpts from several of his interviews, and some early reviews. Teachers would benefit greatly from having access to this edition.

The best introductory critical study in English is that by Donal McLaughlin ('Böll: *Die verlorene Ehre der Katharina Blum*', Glasgow Introductory Guides to German Literature 3, University of Glasgow, 1988, £3.50). McLaughlin's textual analysis is for the most part perceptive and concise, and he also supplies some useful background material. The most abundant source of information about Böll and the socio-political context in which he worked is, however, J. H. Reid's 'Heinrich Böll. A German for His Time' (Berg, Oxford, 1988, £19.95). In particular, Reid's chapter entitled 'Citizen for Brandt (1969–1976)', pp. 159–89, contains invaluable material in relation to *Katharina Blum*. Reid's book, more a biography than a study of Böll's writings, is neatly complemented by a recent survey of his most important narrative work, 'The Narrative Fiction of Heinrich Böll', edited by Michael Butler (C.U.P., Cambridge, 1994, £37.50). This volume contains an introductory article on *Katharina Blum* by the present author (pp. 198–218). Ideally the library of a school which teaches any of Böll's works would have both Reid and Butler on its shelves.

Of the monographs on *Katharina Blum* aimed at German schoolteachers, the most recommendable is the most recent, that by Bernhard Sowinski ('Heinrich Böll: *Die verlorene Ehre der Katharina Blum*', Oldenbourg Interpretationen 67, Oldenbourg, Munich, 1994, DM 17,80). Sowinski deals with all the major issues which are likely to crop up in class discussion or examination papers, and does so sensitively, clearly and in generally approachable German. By comparison, Friedhelm Kicherer's study ('Heinrich Böll: *Die verlorene Ehre der Katharina Blum*. Analysen und Interpretationen mit didaktisch-methodischen Hinweisen zur Unterrichtsgestaltung', Analysen und Reflexionen 41, Beyer, Hollfeld, 4th edition 1991, DM 9,80) is somewhat pedestrian and verbose, but his habit of quoting at length from Böll and from other relevant sources provides a teacher with plenty of controversial statements which could form the basis for discussion or essay work. Gerd Ludwig's book ('Sprache und Wirklichkeit in Heinrich Bölls Erzählung *Die verlorene Ehre der Katharina Blum*. Eine literarische Auseinandersetzung mit dem Sensationsjournalismus', Königs Erläuterungen und Materialien 308/9, Bange, Hollfeld, 9th edition 1993, DM 9,90) has the weakness, as its title suggests, of concentrating almost exclusively on the work's language and its presentation of the press. Ludwig does, however, provide several examples of articles from the 'real-life' *Bild-Zeitung* which could be valuably exploited in class discussion of Böll's *Zeitung*. Each of these three books offers numerous pages of 'Unterrichtshilfen', by no means all of which, of course, would be suitable for a British context. Again Sowinski's are the best, in that they are less inflexibly rooted in his own understanding of the text, suggest more questions, and above all have twenty well-filled pages of 'Materialien', several of which are not in the KiWi edition.

A further short critical introduction to *Katharina Blum*, which has recently reappeared in a new edition, is Bernd Balzer's well-informed contribution to the series 'Grundlagen und Gedanken zum Verständnis erzählender Literatur' ('Heinrich Böll, *Die verlorene Ehre der Katharina Blum*', Diesterweg, Frankfurt, 2nd edition 1994, DM 12,80). This is not directed specifically at teachers, but Balzer does include some useful 'Dokumente zur Rezeption'. Mention must finally be made of Ulrike Hanna Meinhof and Ruth Rach's 'Textlupe' volume entitled '*Die verlorene Ehre der Katharina Blum*. Arbeitsmaterialien für den fortgeschrittenen Deutschunterricht' (Nelson, London, 1985, £7.50). This is an attempt to link work on Böll's story with more specifically linguistic and 'landeskundlich' study by using short extracts from *Katharina Blum* (or from other texts which deal with similar themes) as the basis for sets of comprehension, grammar and vocabulary exercises. Its usefulness to colleagues teaching *Katharina Blum* as a 'set book' may be limited, but there are some good questions on specific passages, and its accessible style may help to bring alive certain aspects of the text in students' minds.

Approaching the text

Katharina Blum is short enough to be read in class systematically from first chapter to last. It would perhaps be ill-advised, however, for a teacher to plunge immediately into the first two chapters, which are linguistically difficult and contain several of the rather complicated water images by means of which the narrator seeks to explain his narrative methods. It would make more sense to begin with chapter 3, which succinctly summarizes all the basic 'facts' of the Katharina Blum case and hence provides the reader with a valuable initial orientation. Before they begin to grapple even with chapter 3, however, I would suggest (along with Philip Payne[1]) that students be shown Volker Schlöndorff and Margarethe von Trotta's film *Die verlorene Ehre der Katharina Blum* (a video of which can be borrowed from the Goethe Institut in London). The film is of course a very different work of art from Böll's story, even though it was made with the author's help and approval and thus in a sense carries his imprimatur. Above all, it unfolds Katharina's story more melodramatically, more affectively, and in a linear, chronological sequence which differs fundamentally from the narrative structure employed by

Böll. Nevertheless the principal events and themes of the book are in general reflected faithfully, and the film offers students a painless, indeed even exciting introduction to the story of Katharina Blum and its implications.

Another desirable, indeed arguably necessary, preliminary to the detailed study of the text is the provision of certain relevant information concerning Böll and West German society in the early 1970s. In order not to overtax students' boredom thresholds, and also to avoid prejudicing unduly their own reactions to the text, such material should probably be kept to a minimum and presented in short, surreptitious doses over several classes. *Katharina Blum* is, however, manifestly the product of very specific political and personal circumstances, and some information at least about the following areas of 'background' needs to be conveyed:

1. *Urban terrorism and the agitation it occasioned.* A group of young left-wing radicals turned to violence in the late 1960s and early 1970s, apparently despairing of transforming society by legitimate means. They became known as the 'Red Army Faction' or, after two of their more prominent leaders, the 'Baader-Meinhof Group'. Their activities began with a series of arson attacks in Frankfurt and West Berlin; in 1970 a civilian was killed as members of the group successfully liberated Andreas Baader from captivity; in 1971 two policemen were murdered; and in 1972 an American soldier was killed and numerous people were injured by bombs planted in Heidelberg and Hamburg. West German society was profoundly shaken by these events, and much public reaction could justifiably be termed hysterical. Such responses were enflamed in large measure by sensationalist reporting in the mass-circulation *Bild-Zeitung* (cf. the *Zeitung* on Katharina and Götten!).

2. *The Bild-Zeitung, Böll's criticism of it and treatment by it. Bild* is a popular right-wing newspaper, owned for many years by Axel Springer, which in the 1970s is estimated to have reached some ten million readers daily. It ran a story on 23rd December 1971 in which it attributed to the Baader-Meinhof Group, without any evidence, a bank robbery in Kaiserslautern in which a civilian had been killed. Böll, who had long been exercised by the violent and potentially provocative nature of *Bild's* reporting, responded almost immediately in an essay entitled *Will Ulrike Gnade oder freies Geleit?*, which was published in *Der Spiegel* on 10th January 1972. In it, Böll condemned *Bild's* reporting of the Kaiserslautern incident as 'nackter Faschismus, Verhetzung, Lüge, Dreck'[2] and attempted to make a rational and constructive contribution to public debate by characterizing the Baader-Meinhof Group as an absurdly small band of 'verzweifelten Theoretikern . . ., deren Theorien weitaus gewalttätiger klingen, als ihre Praxis ist',[3] and by proposing that Ulrike Meinhof be offered the chance to give herself up and face a fair trial. Böll's well-intentioned but perhaps naïve essay unleashed a backlash the extent and ferocity of which far exceeded anything he could have foreseen. He was several times accused in *Bild* and other right-wing organs of supporting terrorism, his telephone was tapped, he received an enormous amount of hate mail, and his country house in the Eifel was raided by police without warning.

3. *The case of Peter Brückner.* Brückner, Professor of Psychology at the Technical University of Hanover, was suspended from his duties, also in January 1972, after having allegedly sheltered in his home certain members of the Baader-Meinhof Group. Thereafter he, like Böll (and Katharina), became the victim of what he later called 'negative Publicity' (particularly at the hands of *Bild*), which made him 'zum Opfer, dem allgemeine Verachtung zuteil wurde, . . . zur Unperson'.[4] Böll himself pointed to the importance of Brückner's experiences for the genesis of *Katharina Blum*.[5]

For those seeking fuller documentation of the background, Frank Grützbach's exhaustive anthology of writings generated by Böll's *Spiegel* article[6] is now unfortunately out of print, but may be available in some libraries; and brief surveys are given by Reid (pp. 159–68), McLaughlin (pp. 6–11), Sowinski (pp. 8–13), Balzer (pp. 13–18), Kicherer (pp. 21–5) and Harris (pp. 199–201). All reproduce some quotations from Böll which could be exploited in class discussion.

Once these preliminaries have provided students with a basic knowledge of context and plot, detailed textual study can proceed. Many teachers will understandably wish to work through the text in the order in which Böll published it. Nevertheless, the absence of a conventionally linear narrative structure, combined with the division of the story into some 58 short and discrete chapters, makes it easy to single out certain sections, 'out of sequence' if desired, for particular attention. For example, a discussion of Katharina's character and role could take as its basis chapters 15, 18 and 58; of the role and practices of the press 22, 23 and 47; of the police 10–13 and 19; and of Lüding, Sträubleder and the structural violence they represent 38, 40 and 52.

The female protagonist

Of the major issues which must be discussed in relation to the story, the easiest for students to approach at an early stage is probably the character and significance of Katharina. She is undeniably a complex, even contradictory figure, but a number of character traits are readily apparent, and Böll's multi-faceted presentation of her should give rise to lively class discussion. Critics have drawn attention to three facets in particular:

1. *Katharina as an idealized, even saintly figure.* She is warm and loving (towards Götten, the Blornas, the Hiepertzes, Frau Woltersheim), loyal and generous (for example to her mother and brother), sensitive (with regard to language as well as to relationships), honest (seen both in her truthfulness and in her financial probity), and chaste (albeit in an unconventional way). This idealized side of her is arguably underlined by her name (Katharina = 'pure one'; possible analogy with St Catherine of Siena; even 'Blum(e)' may imply purity?)

2. *Katharina as a conformist product of the 'Wirtschaftswunder'.* At least before meeting Götten, she is assiduous, career-centred, ambitious, thrifty, somewhat materialistic – all qualities which Böll would somewhat disapprovingly have regarded as unthinkingly conformist. Indeed he once went so far as to describe Katharina as 'das verkörperte Wirtschaftswunder'.[7]

3. *Katharina as a female victim of male aggression.* She suffers character assassination at the hands of the (manifestly male-dominated) *Zeitung*, deeply damaging interrogation from Beizmenne and Hach, sexual harassment from various men.

When they have read the relevant parts of the text, students might perhaps be asked to find quotations or other textual evidence which bear witness to each of these three sides of Katharina, and discuss which of them they think the most important. Other tasks to set them might be (at an early stage, when they are still familiarizing themselves with the plot) to compile a short 'Lebenslauf' for Katharina; and (somewhat later on) to compare and contrast the views of Katharina presented by her employers and friends on the one hand and the police and the *Zeitung* on the other. A good group might even be asked to prepare a defence of Katharina for Blorna to deliver at her trial.

Further important issues to discuss are: Is Katharina a convincingly 'real' character? If not, why not (is it poor writing, or does she have to be a contradictory character – both a typical and an atypical product of the 'Wirtschaftswunder' – for Böll's polemic to be successful)? Is Katharina convincingly female? Why has Böll chosen to make his protagonist female? To what extent is she a modern, 'emancipated' woman? What does Katharina's 'loss of honour' involve (does 'Ehre' mean, for example, 'good reputation in society', 'chastity', or 'personal integrity')? Why does she show such 'erstaunliche Pedanterie' about language (18)? Is it pedantry, or is it part of her struggle to defend her identity and integrity? Is her falling instantly in love with Götten plausible? Does she change fundamentally (and/or unconvincingly) after meeting him? If so, does Götten (note the name!) play a 'Messianic' role in her life? Is her murder of Tötges plausible? Why does she kill him? At what point does she decide to kill him? Is she justified in killing him? If so, does Böll use her to defend the use of violence?

The theme of violence

If Böll's title points to the central importance of Katharina and her loss of honour, his subtitle ('wie Gewalt entstehen und wohin sie führen kann') signals just as clearly his preoccupation in this work with violence in its various forms. This surely constitutes its main theme. Böll had been concerned about violence for several years before the early 1970s, but this concern palpably increased in the wake of the urban terrorism of those years and public reaction to it;[8] and in *Katharina Blum* he portrays several different types of violence which he perceived to be prevalent in West German society:

1. *Physical violence.* This is the most obvious form: Katharina kills Tötges (3, 58); the photographer Schönner is also murdered (4); Blorna assaults Sträubleder (56). As chapter 3 in particular indicates, however, Böll seems to wish to play down the importance of physical violence, preferring instead to concentrate on other forms of violence which can be seen to unleash it. Physical violence is in a sense not so much the 'Gewalt' of the subtitle as the 'wohin sie führen kann'.

2. *Psychological violence.* Katharina's psyche (and Blorna's) is wounded by the police enquiry, but above all by the calumnies of the Zeitung and the aggressive behaviour it provokes in its readers (see especially 34–5 and, for Blorna, 52).

3. *Sexual harassment.* Katharina is regularly pestered by men who are 'zudringlich', rather than 'zärtlich' (i.e. seeking sexual gratification without sensitivity towards her feelings): e.g. Sträubleder, Blorna's party guests, Brettloh, Kluthen (see 15).

4. *Linguistic violence.* This is of course perpetrated mainly by the *Zeitung*. It does violence to the language of its interviewees (e.g. Blorna, Hiepertz, Frau Blum) by brazenly misquoting them; and it also abuses language by distorting facts (e.g. about Frau Blum's death, 47), presenting unsubstantiated allegations as facts (e.g. Götten and Katharina's 'crimes', 22), and casting unjustified aspersions on innocent people (e.g. Trude Blorna, 47). The trivialization and vulgarization of human relationships by language can also be seen as linguistic violence (see the police's use of 'nett' and 'zärtlich' (18), Beizmenne or Hach's 'ficken' (12), Tötges' 'bumsen' (58), and Katharina's reaction to these).

5. *Structural violence.* The least visible but most fundamental form of violence. It is the preserve of those who possess social and/or political power ('Gewalt' can mean not just 'violence', but also 'power'), and is perpetrated when they use that power to perpetuate injustice and inequality and thereby damage others. See Lüding's manipulation of the *Zeitung* (40–1), Blorna's humiliating demotion (52), and the surveillance methods of the police (10–11). Böll, then, draws attention to various forms of violence; but he also implies that one form can lead to another. Most obviously, non-physical violence committed by the strong against the weak eventually results in physically violent retaliation on the part of the weak (we see this in both Katharina and Blorna). He further implies, rather chillingly, that there are

close links between the potential perpetrators of structural violence. At various points in the text, Beizmenne, the 'Staatsanwälte', the capitalists Lüding and Sträubleder, and even the 'Innenministerium' and the Church (represented by the parish priest of Gemmelsbroich) are shown to be natural allies, who at times indeed actively collaborate to the detriment of ordinary people such as Katharina.

Some of these aspects of Böll's complex and sophisticated treatment of the theme of violence may not be immediately apparent to a sixth-form reader. Discussion of them is therefore perhaps best approached through asking students to describe and assess in turn the behaviour of the three main sources of non-physical violence in the work, the *Zeitung*, the police and the Lüding/Sträubleder axis (especially since examination questions may well ask them to focus on one or other of these).

As far as the press is concerned, students could be asked to compile lists, with examples, of the various ways in which the *Zeitung* distorts the truth. They would no doubt also find it interesting and instructive to compare Böll's parody of a popular tabloid with the genuine article – a recent copy of *Bild*, or indeed of the *Sun*. Important questions to consider in relation to the press (and perhaps best discussed with explicit reference to chapters 22, 23 and 47) are: Why does the *Zeitung* find Katharina so interesting? What gender-specific clichés inform its presentation of her? Why does it bother with the Blornas? Why (in 47) is it so keen to defend Sträubleder? And why does it not name him? How and where does the *Zeitung* reveal its ideological bias? What is the relationship (e.g. in 22) between headline and story? What is the effect of the series of rhetorical questions (22, 47)? How does the language of the *Zeitung* differ from that used elsewhere in the work? Is the *Zeitung's* style of reporting in any way violent, and/or might it incite others to violence? Why is it that 'alle Leute, die ich kenne' read the *Zeitung* (27)? Where does Böll seem to stand on the issue of press freedom? Does his presentation of the *Umschau* and other newspapers (in 27) qualify his condemnation of the press? And are there any lessons we in Britain today can learn from his portrayal of the *Zeitung* and its influence?

The role of the police will probably occupy less class and preparation time. Discussion and possible student work will inevitably centre on the description of the police's methods and assessment of whether such methods are justified. For example, is there any necessity for Katharina's and (especially) Frau Woltersheim's telephones to be tapped (10)? Is the casualness with which Beizmenne requests his 'Zäpfchen' revealing? Can his decision to raid Katharina's flat (11) be justified? Are the police's techniques of interrogation (e.g. in 19) fair and reasonable? Do they seek to establish the truth, or merely to confirm their hypotheses and prejudices? Could the police's treatment of Katharina be described as violent, and is it in any way responsible for her subsequently turning to violence? Does the rather positive presentation of Moeding and Zündach (20, 27) relativize Böll's criticism of the police (and, indeed, is Beizmenne himself basically 'gar nicht so übel' (12))?

As for Sträubleder and Lüding, there is of course relatively little textual evidence to go on (though perhaps, given the essentially clandestine nature particularly of Lüding's machinations, that is in itself significant). Students could, however, be asked to do a character study of Sträubleder on the basis of his appearance in chapter 40 (this might raise the interesting question of whether he, and most of the other characters, are essentially cardboard cut-out 'goodies and baddies', rather than credible human beings). This chapter would also be an ideal one from which to launch a discussion of structural violence.

When such spadework has been done and students are in a position to discuss Böll's ideas on violence in an informed way, they should be asked to attempt to define the term (characteristically, Böll himself never did with any clarity!); and they would no doubt benefit from being encouraged to consider certain issues prominent in contemporary Britain in the light of Böll's insights: controversies about police methods (Birmingham Six, etc.); the defamation of individuals by the tabloid press; the problems of 'trial by media' (O. J. Simpson!); the social causes of violent crime; the culpability of women who react violently to violence they have suffered (Sara Thornton, Emma Humphries); and sexual harassment in all its forms.

Narrative technique

Few boards are likely to ask examination questions about the language or narrative technique of *Katharina Blum*, but because these aspects of the story may well cause students difficulty or frustration, some brief treatment of them is called for here. Areas of potential difficulty for the inexperienced reader are: the order in which events are presented; the indistinct and changeable persona of the narrator; the impersonal and complex language in which much of his 'Bericht' is couched; and the various water images, whose aim is ostensibly to elucidate the narrator's procedures, but which may in practice only add to the reader's confusion. Students who are worried about problems such as these can be reassured that their puzzlement is shared by many critics and teachers of *Katharina Blum*; and it may help them to be told that many opacities and inconsistencies result from the fact that Böll has used his narrator to perform a variety of functions, not all of which are always mutually compatible. His chief functions are:

1. *Idealized objective reporter.* On one level, the narrator's 'Bericht' is a model of responsible, careful journalism, which contrasts deliberately and markedly with the practices of the *Zeitung*. He deals carefully and fairly with his source material, respects the integrity of those he writes about, does not leap to unwarranted conclusions, has no obvious ideological axe to grind. This faithfulness to the 'facts' and awareness of the complex and ultimately indefinable nature of truth is also what makes him eschew a 'flowing' presentation of his material in chronological order. He prefers to convey one discrete set of facts which logically belong together, before moving on to the next set. In terms of the imagery of chapter 2, he collects several small puddles (single facts) into one larger puddle (body of related facts) until the area in question has been properly 'drained', and then moves on to the next area.

2. *Subjectively involved supporter of Katharina and Blorna.* At times, and increasingly frequently as the work progresses, the mask of objectivity slips and the narrator reveals unmistakable partiality, speaking with a voice very close to Böll's own. See for example chapters 49 and 53, and the satirical tone of 41.

3. *Vehicle of linguistic parody.* The narrator's language is restrained, and in a sense admirably objective. Often, however, it is obsessively impersonal (passives, 'man', much reported speech, etc.) or pedantically over-punctilious ('gegen 19.04'! (3)); he invents several ugly compounds ('Zärtlichkeitsempfinder (25), Broterwerbsnotstand, Telefonsittenstrolche' (both 41), and uses many overlong sentences (see already the second sentences of 1 and 2). This is because Böll plainly wishes, through the language of the 'Bericht', to mock the turgid and pompous officialese he associates with the agents of structural violence in society (notably the police, the judiciary and government officials).

Questions of language and narrative technique are no doubt unlikely to figure very prominently in sixth-form discussions on the text, but some students at least should be able to respond interestingly to questions like the following: What sort of person is the narrator? What might he be by profession? Does he come across as a credible person at all? How close is the relationship between the narrator and Böll? Does the way in which the narrator orders the text work? Would it have been better to present the material in chronological order? Do the water images help or hinder our understanding of the text? Is the linguistic parody (or are any other aspects of the text) funny? Does the use of mock-officialese help Böll to get across his ideas? Is *Katharina Blum* successful as a work of literature, or might Böll just as well have communicated his thoughts in an essay or political pamphlet?

'Ein politisches Pamphlet' is precisely what Böll himself called *Die verlorene Ehre der Katharina Blum*.[9] There is more to the work than that, of course; but his chief aim in writing it was plainly to encourage his readers to reflect on the social and political realities around them and, having done so, to strive for a more humane, compassionate and tolerant world. He would no doubt be delighted to know that his story is still read by hundreds of British school pupils every year; and one suspects that his success rate in influencing them to their own (and perhaps indeed to society's) benefit remains remarkably high.

Notes

1. Philip Payne, *Katharina Blum* in der Sixth Form, in *Treffpunkt* 11 (1979), pp. 3–9, here p. 4.
2. *Katharina Blum*, KiWi edition, p. 199; Sowinski p. 136.
3. *Katharina Blum*, KiWi edition, p. 196; Sowinski p. 136.
4. For the full quotation see Sowinski, p. 14.
5. See Harris, p. 200 and note 5 (p. 216).
6. Frank Grützbach (ed.), Heinrich Böll: *Freies Geleit für Ulrike Meinhof*. Ein Artikel und seine Folgen (Cologne 1972).
7. See *Katharina Blum*, KiWi edition, p. 263.
8. The development in Böll's thinking on violence is traced by McLaughlin, pp. 41–5, and by Harris, pp. 200–2. A brief anthology of quotations from him on this subject can be found in Kicherer, pp. 95–7.
9. *Katharina Blum*, KiWi edition, p. 263.

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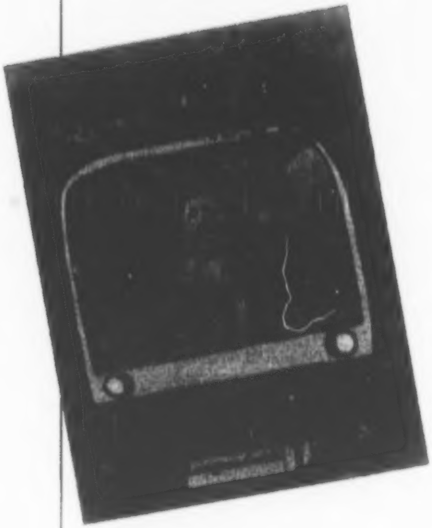

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Reviews

Gute Reise! Stage 3 Gordon, Anna Lise; Lanzer, Harriette. *Mary Glasgow Publications/Stanley Thornes, 1994 Schülerbuch 176 pp. £8.99. Teacher's Book 174 pp. £16.99. Repromasters 112 pp. £49.99. 6 cassettes £55 + VAT. OHPT Repromasters 64 pp. £40.00. 1-85234-548-9/549-7/550-0/551-9/552-7.*

Gute Reise! Stage 3 is the third and final part of a three-part German course covering Key Stages 3 and 4. MGP suggest that this stage could also be used as a separate course for Key Stage 4 pupils who have followed an alternative course in Key Stage 3. *Stage 3* of *Gute Reise!* is intended to cover up to (the old) Level 8 in all four National Curriculum Attainment Targets. According to the new National Curriculum Orders for Modern Foreign Languages, the original Levels of Attainment will not be required for reporting progress at Key Stage 4 in future. However, the Introduction to the Teacher's Book (p. 1) suggests rightly that teachers will find the extensive cross-referencing contained in the Teacher's Book useful as a planning tool.

Gute Reise! Stage 3 follows closely the conventions of the earlier two stages and many of this reviewer's previous comments on *Stage 1* and *Stage 2* apply also to *Stage 3*. Once again, the materials are of a high quality. The cover of the *Schülerbuch* is perhaps a little too bright this time but the inside pages are as attractive and pleasantly multi-coloured as before. The *Schülerbuch* contains just six more substantial units, compared with the twenty *Lektionen* of *Stage 2*, and has a useful overview of each unit in English at the beginning of the book. The *Lernziele* of each unit sub-section are clearly stated in English and the grammar section at the back of the book is also in English, otherwise German is used, e.g. *Stage 2's* English *Infoseiten* have given way appropriately to short and simple German *Kulturinfo* sections. Each unit contains extended reading passages such as photo stories, letters, magazine articles etc., several of them from authentic sources. *Projektseiten* at the end of every unit provides ideas for extension activities.

The Teacher's Book is once more clearly laid-out and comprehensive. Useful is the way that the listening passage transcripts and answers to tasks are interwoven with lesson hints, rather than being collected together in separate sections. References in the unit-by-unit guide at the beginning of the book are unfortunately no longer accurate, since Areas of Experience E and G have been omitted from the new list of AoEs with the sub-area of Education missing from the new area D (The World of Work). Section I of the Programmes of Study has also been revised substantially. In practice this will make very little difference – most teachers will be guided by the 'GCSE Topics' column and by common sense.

The Repromasters are similar in format to those for *Stage 2* and are clearly and attractively presented. For each unit there are repromasters for less able and more able pupils, for listening, speaking and grammar activities. Profile and record sheets are also included.

The OHPT Repromasters provide those teachers lacking an artistic flair with ready drawn support material. Generally the line drawings are very clear. However, I wonder whether the overhead projectors available in most language classrooms will cope with the photographs. The six cassettes contain listening material from the *Schülerbuch* and recorded texts which link with the listening sections of the Repromasters. As usual, the quality is good, although authenticity is quite often sacrificed (perhaps with some justification) in the interests of clarity.

Gute Reise! Stage 3 follows on well from *Stage 2* and avoids the trap in which similar publications have been caught in their final stages – that of overestimating the ability of an average 14–16 year old. The material is appropriate for the age group and the activities manageable.

PAT PARRY
University of Herfordshire

Auf Deutsch! Stage 2. McNab, Rosi; O'Brien, Alan. *Heinemann, 1994 Evaluation pack £72.50. 435-38628-X*

Auf Deutsch! Stage 2. McNab, Rosi; O'Brien, Alan. *Heinemann. 1994. Evaluation Pack (pupil book, resource and assessment file, teacher's guide, one cassette, sample flashcards) £72.50. ISBN 435-38628 X.*

I reviewed Stage 1 of *Auf Deutsch!* in the December 1993 issue of *GT* and I liked it very much. I was very excited at the prospect of receiving Stage 2 to review. I am not disappointed.

Auf Deutsch! is a suitable course for pupils taking German as a first foreign language from Year Seven. For pupils starting German later there is a recommended 'fast route' through the materials. Stage 2 covers levels 3–5 of the National Curriculum.

The pupil's book consists of six chapters – *Auf ein Neues!; Unsere Schule; Schulunterricht; Projektwoche; Freizeit; Auf ins Blaue!* At the end of the book there are sections on *Grammatik; Wortschatz: Deutsch-Englisch* and *Englisch-Deutsch; Aufforderungen and Spickzettel.*

It is not essential that schools finish Stage 2. Most of the new material is presented in the first four *Kapitel*. Each *Kapitel* consists of nine double pages or *Einheiten*. The fifth is called *Große Pause* and this is a collection of optional, self-access activities.

The teaching sequence for *Auf Deutsch!* is presentation-practice-reinforcement and extension. The grammatical coverage of Stage 2 is vast, given that there will be another three stages. Grammar covered includes the perfect tense including the perfect of reflexive and separable verbs; prepostional phrases with *an, vor, in;* adjectival endings; superlative adjectives; noun plurals; word order in *weil* clauses; imperatives; the conditional tense and the *um . . . zu . . .* construction. The issue of verbs in three tenses is not avoided and in fact is tackled in an original way. We imagine Susi, a German girl in a German school struggling with her English and the pupil has first of all to correct her sentences in English. This provides a comparison between English and German verb forms.

There are many features about the book that appeal. There is comprehensive coverage of all four attainment targets and all instructions and explanations are in the target language. I like the *Schatzsuche* puzzle on page 40 at the beginning of *Kapitel 3 (Schulunterricht)*. This is an exciting search for treasure by understanding map references. In *Kapitel 3* all the units are different school subjects.

There are several items that appear in each *Kapitel*. The *Zwischentest* is a check-list of language tasks and functions for the pupil to consider and which she/he should be able to complete. The *Lernzielkontrolle* appears at the end of each *Kapitel* and includes all the language functions covered in the chapter together with examples in German. The *Lerntips* and *Sprachtips* appear from time to time and offer the pupil useful tips.

Some of the hand-written authentic materials in the pupil's book are hard to read. Examples of this are to be found on pages 26, 37 and 91. The writing on page 68 is easier to read.

The contents of the Resource and Assessment File are as follows: *Arbeitsblätter; Extrablätter;* Answers; Word Patterns; Words; Record Sheets; *Lernzielkontrollen; Zwischenteste; Kontrollen.* Heinemann have promised to send revised record sheets to *Auf Deutsch!* users in the light of the Dearing recommendations. There are many good points about the File. I like the manner in which the dative case after *mit* is explained by using the *Mitmaschine* (page 143 of the 'Word Patterns'). Photocopiable word-lists for each chapter are included in the File.

The Resource and Assessment File includes essential materials for differentiated learning. For the less able there are reinforcement sheets which provide extra practice of core work. For the very able there are extension materials including grammar-based word pattern sheets. There is a built-in assessment programme with end-of-unit tests to complement on-going self-assessment.

The teacher's guide is indispensable. It is very helpful and easy to use, with tape transcripts as well as grids showing coverage of the programmes of study and attainment targets. It also has suggestions for incorporating I.T. in schemes of work.

I was also sent some sample flashcards. Some of these appear to have been drawn in haste (no. 72 – *Informationsbüro*). It also took me a while to work out what no. 73 is supposed to be.

The cassette is very clear and well recorded.

Stage 2 of *Auf Deutsch!* builds on the excellent Stage 1. It is in my opinion a well-structured and lively course and will prove popular with pupils for years to come.

ALAN L. WYCH
Oakwood High School Manchester

Turbo 1. Steindl, Michael *et al. Inter Nationes, 1993. Video cassette, Begleitheft 46 pp. DM 20,-*

ARD 1. Presse Club 3. Ökokatastrophen: Unbezahlbarer Preis für Wohlstand. *Verlag für Deutsch, 1993. Available through European, Schoolbooks Ltd. Video cassette £33.95.*

Most teachers of German will be familiar with the publications of Inter Nationes, and will value their consistently high quality, *Turbo 1* is a potentially useful resource which fully lives up to the reputation of its publishers. The video tape comprises four extracts, each of six to eight minutes, dealing with subjects which should appeal to teenagers – skateboarders in Berlin, the life of a female apprentice roofer, a racing driver and a 'rap' group. These extracts are imaginatively filmed and accompanied by an interesting commentary and direct interviews to camera, all of which are transcribed in the booklet which is supplied with the cassette. This booklet, in German throughout, also contains some suggestions and explanations for the teacher (including, for the culturally ignorant among us, definitions of 'Rap' and 'Hip Hop'!) and several exercises which can be photocopied and used in class or by individuals studying the material alone. These exercises are chiefly of the multiple-choice or 'fill-in-the-gaps' variety; but the transcriptions would make it relatively easy for a teacher to produce exercises of her own at the appropriate level. The recorded material itself makes no concessions to the learner, but with appropriate exploitation and support from the teacher, it could be used with students ranging from a good GCSE class to those preparing for A Level. It is to be hoped that this is the first of a substantial series of similar tapes, and it can be confidently recommended.

ARD Eins Presse-Club: Öko-Katastrophen is of more limited value. It is a recording of a broadcast in January 1993, just after a major oil spillage in the Shetland Islands. In the programme some five or six journalists and industry experts discuss not only this particular ecological disaster, but also previous similar accidents (Torrey Canyon and others) and how they might have been prevented – leading eventually into broader issues of energy policy. The programme lasts 45 minutes, and only the six participants are seen – there is no illustrative footage or indeed anything to attract the eye. One A4 sheet of notes, including a brief introduction to the topic and a summary, also in German, of the discussion, is provided with the cassette. Frankly, it is hard to see at whom this publication is aimed: it is very similar to any number of discussion programmes which can be readily recorded from the Astra satellite, and as a whole it is really far too heavy going to attract the interest of the school-level learner.

BARRY WILLIAMS
St. John's School, Leatherhead

Help your Child with a Foreign Language. A Parents' Handbook. Dunn, Opal. *Hodder & Stoughton, 1994. 203 pp. £6.99. 0-340-60766-1.*

This is the sort of book that I wish I'd had when my children were small. It's a handbook for parents wishing to help their children learn a foreign language in any non-school situation. The book offers some introductory chapters on the role of the parent in the acquisition of one's mother tongue, and extends the concept to learning subsequent languages.

I was raised bilingually and I tried to do the same with my own offspring, not with total success but certainly with a measure of it. Without the aid of an accompanying 'handbook', I just used common sense.

Much of this book examines the methods a parent can employ in stimulating and sustaining interest in languages at home. It is a very practical book, combining some theory with much down-to-earth advice and suggestions based on the author's experience. Many effective projects are provided. As a language teacher, I found it interesting reading, even though I am not contemplating putting the ideas into action again! Parents want to develop a child's interest in another language for all sorts of reasons. This is a good tool to have whether just to exploit the value of a holiday abroad or to develop a more sustained and profound knowledge. Any practical aid to correcting the poverty of language skills in Britain must be welcome.

INGRID DIXON
Wycombe High School

Die weiße Rose und ihre Flugblätter. Dokumente, Texte, Lebensbilder, Erläuterungen. Siefken, Hinrich. *Manchester University Press, 1994. viii + 200 pp. £8.99. 0-7190-4177-5.*

Hinrich Siefken's carefully and exhaustively researched textbook will facilitate sixth-form and undergraduate study of the most famous of the doomed ventures of German idealism in the opposition to Hitler. A short introduction in English, following the thread of Brecht's *Fünf Schwierigkeiten beim Schreiben der Wahrheit*, examines the background, aims, ethical dilemma and activities of the *Weiße Rose*. Then the reader is alone with 170 pages of German until the vocabulary list – no, *Glossar* – at the end. This potentially daunting block of text is however skilfully broken up. The difficult, allusive German of the primary documents is interspersed with purpose-written material, such as biographies of the participants; and the pamphlets are exhaustively annotated.

Thus, whilst the reader is not patronised or spoon-fed, but expected to, as it were, become a cultured German of the 1940s, every assistance is given to fulfil this ambitious demand. Professor Siefken limits his scope by concentrating on the central group members and their thinking. The primary material consists of the pamphlets (in a typeface and layout closely following the originals), reproductions of letters and drawings of those involved and of the fifth leaflet, some cognate documents by Bergengruen, Haecker, Thomas Mann and others, and extracts from relevant official decrees and speeches.

Readers who wish to assess the problem of the ineffectiveness of German opposition to Hitler will find basic facts on which to base their own analysis. A series of questions inviting discursive answers on the background, the pamphlets and the problematics will be especially useful for those choosing the German resistance as an A-level coursework topic. There is a selective annotated bibliography: perhaps the absolute beginner should read one of the general works on the period in English recommended here before plunging into the text's details. I found no grave omissions, misprints, factual errors or even misleading emphases.

In short, if this is your topic, this is your book to cover it, needing a minimum of other supporting material; but sixth-formers will need guidance in its use.

ALFRED D. WHITE
University of Wales, Cardiff

Projekt Deutsch 2. Brien, Alistair; Brien, Sharon; Dobson, Shirley. *Oxford University Press, 1994. Pupil's book 112 pp., £5.50; Workbook 79 pp., £1.50; Teacher's book 230 pp., £25; cassettes £25.00 + VAT. 0-912-1524/1567/1591.*

Colleagues who know *Projekt Deutsch 1* will be familiar with the style and format of *Projekt Deutsch 2*. The course consists of a pupil's textbook, a workbook with exercises, two cassettes, an assessment cassette and a teacher's book. It is the second part of a five-year course to GCSE.

The pupils' material is lively and varied. There are many different linguistic exercises for each unit, working towards independent expression at the end of each section. Pupils are given the structures and vocabulary to communicate almost exclusively in German and are encouraged to extend their vocabulary and work independently. The textbook is very bright, being lavishly illustrated with cartoons, photographs, drawings and reproductions of authentic material. The topics chosen and the manner in which they are presented combine self expression, for example in the unit on 'Kleider', with information, as in the unit on 'Umwelt'. Most importantly, the authors have managed to introduce a refreshing vein of humour throughout the book to which pupils respond positively.

From the teacher's point of view, this book is carefully constructed with the practicalities of the classroom in mind. The teacher's book contains the text of the pupil's book, interleaved with sheets which suggest possible approaches to thematerial, give transcripts of the tapes, integrate the material of the workbook and give answers to the various exercises and puzzles. At the end are photocopiable worksheets. The book begins sensibly with a revision unit, on the assumption that much will have been forgotten in the summer holidays. In particular, the structures needed to communicate in German in the classroom are revised in the form of a board game. There are some fairly sophisticated grammatical structures in this book but they are introduced gradually, with constant reinforcement and practice and always as a means to an end. There is ample material in the worksheets in the teacher's book for revision, extension and assessment. There are also free-standing units on 'St. Martin', 'Weihnachten' and 'Fasching' and the last unit, 'Traüme', is lively and interesting enough to hold pupils' attention after school examinations. There are some good opportunities for cross-curricular work, for example in the units on 'Essen' and 'Umwelt', and there are many suggestions for the incorporation of I.T.

It is always more difficult to produce a good second book in a course than a first one but *Projekt Deutsch 2* is a worthy successor to *Projekt Deutsch 1*. It is both pupil- and teacher-friendly and fun for both to work from.

DEBORAH DAWE
The Godolphin and Latymer School

Pocket Oxford-Duden German Dictionary. Clark, Michael and Thyen, Olaf. *Oxford University Press, 1995. 800 pp., £6.99. 0-19-864200-8.*

There is a plethora of dictionaries on the market, and the addition of one more might seem unnecessary, but, in fact, different dictionaries are suitable for different groups of students, and various factors affect this suitability. It strikes me that this dictionary is most appropriate as a 'working dictionary' for sixth-form students.

Firstly, the choice of words focuses on everyday language and idiom, in keeping with changing A and AS Level courses. It also has a sufficiently wide range of vocabulary (over 70,000 words and phrases) so that students will not constantly be frustrated in their search for the word they are looking for, and it is readable: it is not cluttered with technical terms, and an introductory section explains abbreviations and pronunciation by example (strong verbs, weights and measures are to be found at the back). The page layout is fairly standard, with the use of bold and italics to highlight words clearly.

What makes this dictionary particularly suitable for sixth-form students, however, is the combination of large vocabulary with manageability. It is light – light enough to be taken to class on a regular basis as a constant reference tool – compact, and opens easily. It compares favourably with the Collins *German College Dictionary* – which is almost exactly the same size, but heavier, more expensive (£8.99) and far less manageable – although its life span might well be lengthened by covering it in sticky-backed plastic.

If your department is considering replacing or updating its stock of dictionaries, then this dictionary should certainly be a strong contender. Sixth-form students – and any students of German – will always need access to larger dictionaries on occasion, but as a practical, personal reference book, this dictionary is commendable.

HELEN WRIGHT
Bishop's Stortford College, Herts

Freut mich! German for Business. Hartley, Paul. *Pitman Publishing, 1993. Book ii + 184 pp. £12.99. 2 C60 cassettes £18.99. Lecturer's pack £18.99. 0-273-60136-9/60137-7/60463-5.*

German for Business Studies. Parker, Susanne; Burke, Claire. *Pitman Publishing, 1994. Book ix + 260 pp. £17.99. 2 C60 cassettes £18.99. Lecturer's pack £18.99. 0273-60459-7/60462-7/60461-9.*

Increasingly in Higher and Further Education, language programmes are being introduced with the aim of giving all students the opportunity to add a language skill to their degree programme. In many cases it is appropriate for such language teaching to be business-oriented and Pitman have now introduced a new series of work-books and tapes to meet this new need for structured courses and appropriate materials. There are French and Italian counterparts of *Freut mich!* and potential users might also include those on HND or BTEC National courses at GCSE level. *German for Business* would be suitable for language students taking Institute of Linguists, and RSA examinations. Both courses could be used in company training courses and adult education classes.

Freut mich is for those with little or no German, and starts with a unit offering very basic practice in how to introduce oneself in the language. In the following seven units there is a gradually increasing concentration on the world of business: Simple Transactions and Use of the Telephone; Travel and Accommodation; Health and Leisure; Finance; Employment and Training; Industry and the Economy; and The New Germany. Each unit is constructed on the same pattern, beginning with a cassette recording (the text is given in the work book) followed by written or taped exercises, a section on language structures with appropriate exercises, a Talking Business Section, an assignment and finally a short glossary of the key terms used in the unit. Talking Business introduces every day business situations in an imaginary firm of washing machine makers Dietrich AG, so that each unit contains the promise of further episodes in a real mini soap. Particularly useful features at the end of the course are examples of German business letters, a grammar reference section and a general glossary. The material used, and the situations depicted feel realistic and the tone throughout is refreshingly business-like, with no undue joviality or familiarity. The course is challenging and presupposes highly motivated students working with a tutor By the end they should be at a level above GCSE and will have learned to handle a range of social situations. They will also have a reasonable grasp of the specialist vocabulary relating to German business life.

German for Business Studies has much the same virtues. It again has eight units (The Environment, Career Development, Technology, Finance, The Economy, Politics, Management and the Law) but as these titles suggest, its scope is much more ambitious, and it offers a far wider range of specialist vocabulary. The texts have been well chosen to ensure both maximum information content and lasting relevance, but the tasks based on them do not follow the strict pattern of *Freut mich*. Instead, we are given an imaginatively varied range of exercises offering practice in both writing (reports, advertisements, letters, translations) and speaking (role-play, presentations, discussions, interviews). Listening skills are developed by the use of two accompanying cassettes which contain recordings of selected materials in the work-book. As in *Freut mich*, the regular grammar expositions are admirably unfussy and concise. There is no progression in the difficulty of the material, either within the individual units or the book as a whole. Rather, the aim is gradually to extend vocabulary and grammatical competence. The authors anticipate that the course will be used under the guidance of a tutor, but some sections are suitable for self-study. Assignment topics are also suggested which involve the student in varying degrees of research. Self-checking of the exercises is possible through the accompanying Lecturer's Pack. Because the units are self-contained and can be tackled in any order, there is no need to use either all the units or all the texts within a particular unit. The tutor can thus add extra material and adapt the exercises as appropriate. Altogether, the great virtue of this workbook lies in the excellent choice of significant and demanding texts and the flexibility with which they can be used. Both courses represent very good value for money and are carefully designed to be of real use to a relatively new and rapidly growing body of students.

GODFREY CARR
University of Warwick

Einstufungstests für Anfänger- und Fortgeschrittenenkurse. Deutsch als Fremdsprache. Jung, Lothar. *Verlag für Deutsch, 1994. Available through European Schoolbooks Ltd. Book 108 pp. DM 42,-. 1 Cassette DM10,50. 3-88532-900-X/913-1.*

This volume provides a choice of 10 neatly presented photocopiable diagnostic tests which can be easily and quickly administered. It is aimed at language-training providers who are regularly faced with the problem of having to match individual learners or whole learning groups with the most suitable German language course.

Although the tests are mainly concerned with grammatical and lexical competence, which is generally tested through multiple choice and cloze gap, some deal with reading and listening comprehension as well as guided writing skills and stylistics. The table of contents states the previous knowledge required for each test, the range of levels it is aimed at, the scope of the skills/knowledge it tests and its duration. The last test gives the examiner an idea of how to conduct an oral diagnostic test. Each test is introduced by excellent notes defining its aims and objectives, level, method, and giving a general description. After the completion of the test, the learners are supposed to be placed in the right group just by adding up the correct answers.

Unfortunately, these tests do not explore communicative skills. The editor is aware of this, but argues, justifiably, that a diagnostic test incorporating communicative abilities would be too lengthy, complicated and surpass its intended purpose. After all, the main reason for using these tests is the creation of more homogeneous classes so that the individual learner feels more comfortable and makes better progress. Possible misplacements can be rectified within the first few weeks.

Since the tests have been designed by German teachers of German as a foreign language, they are primarily aimed at international and culturally diverse groups of learners. Therefore, they follow the German (Goethe Institut) system of classification ranging from 'Grundstufe I–III', 'Mittelstufe I–III' to the 'Oberstufe'. The British user will have to transfer these levels to a specifically British environment, e.g. the German 'Mittelstufe' is roughly post-A-level standard.

These placement tests are particularly useful for institutions which have no diagnostic tests in operation at the moment but need to put a number of students into various levels of differing ability. They can also be recommended to tutors who have to testify to their students' knowledge of German for a variety of reasons to German institutions like universities (ERASMUS exchanges), authorities or event employers.

DIETMAR WOZNIAK
University of Birmingham

Talking Business German. Yeomans, Andy and Ulrike, *et al. Stanley Thornes, 1992. Coursebook x + 278 pp. £10.99. Teacher's book 94 pp. £25. 2 presentation cassettes £26 + VAT. 2 consolidation cassettes £26 + VAT. 0-7487-1379-4/ 13804-8/ 1480-4/ 1482-0.*

Talking Business German is a substantial adult beginners' course, consisting of a coursebook, two 'presentation cassettes', two 'consolidation cassettes', and a Teacher's Resource Book. All the basic topics, such as personal introductions, hotels, and sightseeing are woven into a business scenario. Each section of the coursebook has a language structures overview, key phrases, 'cultural briefing' (generally rather superficial) and information on aspects of pronunciation, but there is no complete grammar summary at the end and not all the necessary vocabulary is given. (Colours and many types of food are not listed.) The transcriptions and translations of the comprehension passages, together with answers to the exercises, are useful for students working on their own. Although the presentation cassettes are clearly recorded, the use of a limited number of different voices means that the situations sound staged rather than authentic. The consolidation cassettes provide very useful drills and practice.

The authors introduce so much material that inevitably some grammar points are glossed over, e.g. *mit der Bahn* but *mit dem Taxi/Auto* p. 43, *seit* followed by the dative (p. 174). It is misleading to list *auf, in* and *nach* as prepositions followed by the dative case (p. 48), and then indicate that they are sometimes followed by the accusative. The introduction of the perfect tense of weak, strong and separable verbs and the formation of past participles with and without *ge* in Section 5 is particularly unclear.

Given that many native speakers are asked to teach German without any formal teacher training, the teacher's resource book gives a lot of excellent tips on strategies and lesson planning, but most of the photocopiable resources are disappointing and similar to existing materials. The sheet on business phone calls (5a) is very clear, as is 'Geschäftliches' (10a), but the garage repair bill (13d) is so illegible that the teacher's resource book has to explain what the handwriting says, commenting that the bill is 'useful for gist comprehension and familiarisation with authentic material' (p. 20)!

Talking Business German covers a lot of basic ground for students wishing to use German for practical purposes. There are very few typing errors and only the occasional mistranslation, such as *Rückseite* 'back page' (p. 75) and *verstopft* 'blocked' (p. 163). There is a wealth of material for private study, but the package would function best as the core of a taught course.

SUSAN TEBBUTT
Sheffield Hallam University

Turbo 2, 3, 4. *Inter Nationes, 1994. 3 videos + booklets. Each cassette DM 20,–*

The audio-visual course *Turbo* consists of three videos and three booklets containing full transcripts of the videos, ideas for teachers, full explanations of vocabulary and extension worksheets.

The three videos cover topics of immediate interest to teenagers and are made in short sections to allow debate, opinions and extension work to take place and to enable the video to be used in digestible short sections within the classroom. Each of the videos has a short section about a leisure activity to start with, and within these we meet a person who is fully involved with and motivated by the leisure activity concerned. Throughout there is an acceptable mix of lightweight and serious issues ranging from Computer Punk music to Prison for Youths and Football Hooliganism amongst the fans. Although these videos have been produced for use in the 6th Form there is enough exploitable and relevant material for their use in Year 11 especially with regard to Module 5 of the SEG Modular GCSE and the Topic of Social Issues within it. They are accessible for independent as well as group, class and teacher-led learning and would integrate well into any course or stand alone as extension work for the more able.

These videos are certainly produced along the lines of *Deutschland Aktuell* but I feel they are more accessible for all ranges of ability than the latter with less input from the teacher. They are a very valuable addition to the end of Key Stage 4 and for 16+ work.

NIGEL FRANKLIN
The Sydney Russell School

Absolute Beginners' Business German. Howarth, Marianne. *Hodder & Stoughton, 1994. Coursebook, vi + 122 pp., £7.99. 0-340-58845-4.*

Considering its provenance, *Absolute Beginners' Business German* comes as a disappointment. Its structure is logical enough, giving an introduction to the working day in a big firm in six chapters with a progressive vocabulary and grammar input. Each chapter contains four short dialogues around which a number of exercises are constructed. However, 'a comprehensive series of exercises' (blurb) they are not. With no workbook to accompany the textbook, I feel that a teacher would need a considerable amount of extra materials (both texts and exercises) to consolidate structures and improve contextualisation.

Absolute Beginners' Business German can be used as a course leading on to *Hotel Europa*, indeed some of the characters and settings and much of the methodology are the same. Progression is slow, and if the book is used (as suggested by the author) over the course of a whole year, albeit with additional material, I fear that students might become bored.

Many of the exercises depend on recorded information, but since the two C60 cassettes were not available for review, it is hard to say how well they work or indeed how 'natural' the dialogues, which read somewhat stilted at times, are made to sound. A copy of the *Support Book* containing the key to the exercises and tape transcripts would also have been useful as it is not always entirely clear which responses are expected, especially when the task is linked to the black and white sketch illustrations which, incidentally, do little to enliven the rather dull layout.

More rigorous editing and proofing could have avoided one or two irritating typos in prominent places and ensured consistency. For instance, the number of people working in the 'Abteilung' where most of the action is set is variously given as five, six or seven; the learner is told that so far they practised using 'er/sie' only for people (p. 62) when there was an extensive exercise to use 'er/sie' for objects earlier on (pp. 26–29; and if 'es' refers to objects only, where does that leave 'das Kind', 'das Mädchen', 'das Personal', etc? Learners are expected to handle numbers (Chapters 2 and 3) when these have never been spelled out; some designated *Wiederholung* exercises introduce new words and phrases; at least one exercise (pp. 93–94) does not work; and the working instruction for the exercise which is to practise the difference between 'in'+ acc and 'in' + *dat* confuses the issue by not making any distinction at all (p. 110). And surely British nationals do not need an 'Aufenthaltsgenehmigung' from the German police (p. 53)?!

Some highly dubious German is used: the greeting may often sound like 'schön guten Morgen', but there is good reason to print the grammatically correct 'schönen guten Morgen'; 'von . . . zu should be 'von . . . bis' (p. 76); and how often have you tried to explain why learners should not use 'Beantworten Sie Ihren Partner' (p. 28)?

Absolute Beginners' Businesss German may have its uses, but it is doubtful whether it fulfils its claim to give learners 'a thorough grounding in the basics of the language'.

GABRIELA STEINKE
University of Wolverhampton

Huckepack. Materialienbuch, Handbuch. Cros, Rotraud; Ladiges, Doris; Laveau, Ingeborg. *Klett, 1994. Available through European Schoolbooks Ltd. 109 pp. and 85 pp. £11.75 and £9.50. 3-12-675096-6/675094-X.*

The subtitle of these publications, 'Gemeinsam lernen macht Spaß', gives a clear indication of the nature of the work. The philosophy underlying all the methodology extends the concepts embraced by Rotraud Cros in her book *Zehn kleine Zappelmänner*, reviewed in *German Teaching June 1993*.

The introduction to the handbook explains that the hearing of a foreign language of itself will not be conducive to easy learning, but needs to be supported by visual and physical stimuli. Colour coding is suggested to help approach the concept of grammatical gender along with physical involvement in the learning process. In a sense the book is not to be seen as a course, a positive aspect when an attempt is being made to link the teaching of a foreign language to the primary curriculum, because the fourteen units, with the exception of the first and last, may be used in any order.

The fourteen units deal with topics familiar to those who work with the initial stages of foreign language teaching and include animals, home, self, weather, school and background.

The appendix to the hand book contains full texts of the stories used and the words and melodies for the songs.

Perhaps the greatest strength of the book lies in the detailed suggestions for exploiting the various topics. I would argue that it is no more possible for a primary class teacher to be a language specialist any more than a music or science specialist and, in an already overcrowded curriculum, a clearly laid out set of suggestions, such as are found here, for the progress through a topic in a subject which will occupy a small proportion of the time available, will be more than welcome. At least the time and effort needed to overcome the blank page syndrome can be saved.

A brief look at unit twelve will serve to illustrate this point and to give a flavour of the book.

12. Wie gefällt dir die Schule?

There are seven steps:

1. Make a *Schultüte* and use it as a prop to introduce school vocabulary by means of Kim's game and 'feely bag' techniques.

2. Matching of labels to objects, reading labels, word search and crossword.

3. Introduction of *den* by means of circle game.

4. The song *Laurentia, liebe Laurentia mein* as an introduction to timetabling and the days of the week.

5. Preferences regarding school subjects involving happy/sad faces and blackboard writing.

6. The timetable.

7. A sketch to practise the language functions.

All of these activities, as for all the units, are well supported by the materials in the *Materialienbuch*.

The pack also contains audio cassettes which were not to hand at the time of this review.

Huckepack represents an excellent support to busy teachers involved in MFLPS, especially to those in need of help in coping with it.

DAVID PHIN
Annan Academy, Dumfries and Galloway

Music in the Making. A German Reader. Martin, John; Martin-Wünscher, Sigrid; with Salmen, Walter. *Hugo's Language Books, 1994. 224 pp. £9.95. 0-852 85215-0.*

The merits of teaching a foreign language by harnessing the student's interest in the content of what the language is communicating have long been recognised, and in view of the key role of the Austro-German musical tradition in Western culture there is clearly much to be gained by making use of the interest and enthusiasm it generates amongst students of the German language. Similarly there are many with a primary interest in music, whether as students or as professionals, who for an authentic understanding of their subject need a guided introduction to the linguistic culture in which it emerged. It is with such needs in mind that the editors of this historical anthology have compiled excerpts from reviews of music in newspapers and periodicals. The thirty-nine texts, often from reviews of first performances, broadly represent the mainstream concert-hall 'canon' from Bach to Mahler and Richard Strauss, and just venture as far as Schoenberg and Webern. Being reviews, the texts require little in the way of technical musical knowledge, and the historical allusions they contain are elucidated by notes which provide contextual information. Spelling and punctuation have been modernised, but linguistically these reviews will nevertheless present quite a challenge even for those with a 'useful knowledge' of German (approximately GCE Advanced level) for whom the book is designed. The notes also include a certain amount of grammatical information, particularly concerning older usages, but readers may find the terminology adopted, that of Hugo's *German in Three Months*, an unnecessary further barrier, e.g. IO (Indirect Object case) for Dative, Pre-present for Perfect, or Oblique for Subjunctive. What is more serious is the frequency with which the notes have to resort to translations of phrases: these do not necessarily help the reader to understand how the German linguistic structures function and suggest that the selected passages may be too difficult for the target readership.

However, despite these reservations, this is clearly a set of authentic texts that will prove interesting and instructive to anyone with a prior interest in music. More serious doubts concern the biographical introductions which precede sets of texts relating to a particular composer. They are written in a simple German which obviates the need for notes and translations, but this produces problems of linguistic authenticity: it has led the authors to adopt a style that is uneven and an informality of tone that is inappropriate for the context and jars with the style of the actual reviews. Moreover, not only linguistic (and therefore cultural) sensitivity but also historical accuracy must surely preclude sentences like this reference to the background of Gluck: 'Die Familie war wahrscheinlich tschechisch, aber rassenmäßig fühlte man sich in der Gegend deutsch'? Intellectually too, these biographical introductions are scarcely at a level that will satisfy those who will find pleasure and interest in, say, Schumann writing about Schubert. Readers with a historical interest in music-making will be disappointed by their tendency to focus on anecdotes at the expense of locating music within its historical context: Scheibe's strictures on Bach are, for example, presented in terms of personal vindictiveness rather than in terms of the tensions arising from shifts in musical aesthetics. The book has much to recommend it but one cannot help wondering whether it is perhaps aimed at too diverse a readership to be entirely appropriate for any one group amongst those who share an interest in German and an interest in music.

DAVID HILL
University of Birmingham

Solo. Level 2. Buckby, Michael; Thorne, Sydney; *et al. Collins Educational, 1994. Schülerbuch, 192 pp., £8.75; Teachers' Resource Book, 384 pp., £21.95; copymasters, £54.50; flashcards, £49.95 + VAT; 8 cassettes, £59.95 + VAT. 0-00-320080-9/81-7/83-3/84-1/82-5.*

Solo 2, like *Solo 1* is a most attractive, well-presented course book. The teacher's book is well-designed and comprehensive with plenty of ideas on how to present new material. Differentiated activities and copious ideas using IT are also provided. The course is supported by 8 cassettes, a very attractive, colourful set of 126 flashcards and the 'Blätter' (copymasters) which reinforce activities in the student's book and provide revision and extension opportunities.

While Part One of the student's course book is set in Goslar, Part Two is situated in Augsburg. The Sixteen units ('Stationen') include the following topics: family, interests, clothes, pocket-money and mealtimes. The grammar content is manageable and well integrated. Plenty of opportunity for revision of previous work is included in the course book. This is a lively, enjoyable course with sufficient variety to stimulate teachers and pupils alike.

JENNIFER BLUCK
Wycombe High School

Business German Dictionary. English-German, German-English. Collin, P. H. *et al. Peter Collin Publishing, 1994. 662 pp. £25. 0-948549-50-5.*

Pocket Dictionary of Business German. Shaw, Gisela. *Hodder & Stoughton, 1995. viii + 243 pp. £5.99. 0-340-59572-8.*

Considering the plethora of business German materials now on the market, there is comparatively little in the way of reference material for the increasing numbers of students opting for such courses. It is therefore particularly pleasing to see two good, if different examples of the genre.

In language teaching the term 'Business' can be a rather unhelpful one, often denoting a variety of sub-areas and approaches, ranging from formulaic commercial correspondence at one end of the scale, through 'Get-by-on-your-business-trip-abroad' courses, to the study of collections of meatier, largely theoretical macro-economic texts at the other. To find a single dictionary to cover all these needs is a very difficult task, but the Peter Collin *Business German Dictionary* is an extremely praiseworthy attempt, seeking to encompass international trade, business travel, office practice (sales, banking, invoicing), accounting, marketing and distribution, personnel management, personal and company finance, computing and the stock exchange. There are approximately 50,000 entries (cf.

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the 135,000 of the *Collins German Dictionary)* and words or phrases are accurately and concisely illustrated with copious examples serving to contextualise the entry and to highlight noteworthy features of translation. Furthermore many examples are illustrated by boxed quotations taken from a wide range of the German language press and (in the English-German section) from British, American and Australian publications. The *Anhang* provides a list of the principal regions and towns/cities in the UK, USA, Canada, Australia, Germany, Austria and Switzerland, along with times around the world, international dialling codes, comparative weights and measures, sample German/English CV and job application, as well as a brief guide to useful phrases for the telephone. The book – at the very least a must for the university library, resources centre and/or Departmental reference section – provides sufficient information to satisfy the needs of students following an academic German business/ economics course as well as of learners on less wide-ranging/more practical commercial German courses, although in both cases conventional dictionary back-up would be essential.

The *Pocket Dictionary of Business German* is by contrast a more modest affair with 10,000 entries. It is aimed at the 'non-language specialist' and seeks to help the user to 'read a report or business article in the foreign language' and to prepare 'brief reports, faxes, telexes or letters'. Clearly designed more for everyday business use than theoretical business studies, it provides very brief equivalents and translations of German terms with no contextualisation and (too often) no hint as to register or commercial/non-commercial usage, while the English-German section gives practical, non-literal translations. For quick and ready access to German terms in a fairly broad commercial context the book is excellent. For a work of such limited scope, I found the lexical coverage to be remarkably comprehensive, indicating thorough and professional research. Users who wish to use the dictionary for more sophisticated purposes such as composing their own written or oral communications will, however, be frustrated by the lack of information provided on usage, but then with a page split of 153 for the German-English section versus a mere 87 for the English-German it cannot hope to be a serious support for productive skills. The price is very accessible and should appeal both to those who use German in day-to-day business activities and to students who already have a basic knowledge of the language and are taking Business German as a subsidiary or minor subject. In the latter case, in particular, a standard, non-specialist dictionary would again also be required.

To test my impression of the scope of the two dictionaries I decided to try them out on a list of terms chosen completely at random from my first-year post-A-level German course which is a mixture of basic economic theory and Germany-specific micro-economics; the course is taken by students whose four-year study of German accounts for about 25% of a Commerce, Economics or Banking/Finance degree.

	Collin	Pocket
Aktiengesellschaft	+	+
Arbeitsschutz	+	+
Aufsichtsrat	+	+
Betriebsrat	+	+
Börsenkrach	+	+
Bruttoinlandsprodukt	+	+
Gewerbesteuer	+	+
Ist-Wert	+	+
Kommanditgesellschaft	+	+
Kundendienst	+	+
kundenorientiert	–	–
Lieferbedingungen	+	+
Lombardsatz	+	–
Mitbestimmung	+	+
Nachfrageüberhang	+	–
Handelsgesellschaft	+	–
Personaleinsparung	+	–
Preisverfall	+	–
Rabatt	+	+
Schattenwirtschaft	+	–
Sicherheitsnormen	–	+
Skonto	+	–
Sortiment	+	+
Standort	+	+
Tarifvertrag	+	+
Übertragungsbilanz	–	–
Vermögenseinkommen	+	–
Volkswirtschaft	+	–
Währungsreserven	+	+
Werbeetat	+	+
Wettbewerbsfähigkeit	+	+
Zahlungsbilanz	+	+
Zinssenkung	+	+

Considering the slightly different aims of the *Pocket Dictionary*, I consider this a very creditable result. Apart from the two surprise omissions of 'Skonto' and 'Schattenwirtschaft' and the compounds (most of which can be traced via their constituent parts) coverage is pleasingly broad. While *Business German* is the more complete work and is the one I shall be ordering for our library, I doubt I will be able to persuade many students, if indeed any, to fork out £25 on top of the £17 or £18 they have all already spent on a good-quality conventional dictionary. I shall therefore draw their attention to the *Pocket Dictionary* as an important supplement to their other reference works, even if it will inevitably need to be backed up by *Business German* on occasions.

JOHN KLAPPER
University of Birmingham

Gewalt, Haß, Ausländerfeindlichkeit. Das Deutschlandbild verändert sich. Presse Club ARD 1. *Verlag für Deutsch, 1992. 1 video cassette (c. 45 mins). £33.95 + VAT. Available through European Schoolbooks Ltd.*

This is a studio discussion, recorded on 29.11.92, of post-unification Germany's troubled relationship with foreigners, focusing on the contemporary view of Germany abroad and the reaction of the foreign media to racially motivated violence in Germany. The participants are all foreign journalists (from the UK, USA, Netherlands, Israel and France) who debate such questions as foreign workers in Germany, *Aussiedler*, *Asylrecht*, and draw comparisons with other countries.

Interesting though the content is, as teaching material (and one can only assume it is intended as such) the video is a complete misconception. First, the tape is a very dense series of talking heads with no video inserts, subtitles or visual variety of any kind. Second, apart from the briefest of A4 sheets with explanations of key events/concepts, there is no support material, no attempt to exploit the discussion for didactic purposes. I found virtually nothing in the material to recommend to teachers of German at any level. Why on earth publish at such an absurdly inflated price something which anyone can nowadays readily record from satellite television for themselves? This whole 'Presse Club ARD' project, which simply lifts undoctored material from German television, smacks of cheap exploitation and is all the more surprising coming from a publisher with such a fine record of producing user-friendly DaF materials.

JOHN KLAPPER
University of Birmingham

The Narrative Fiction of Heinrich Böll. Social Conscience and Literary Achievement. Butler, Michael (ed.) *Cambridge University Press, 1994. xv + 280 pp., £37.50. 0-521-46538-9 hardback.*

This book is edited by Michael Butler, Professor of Modern German Literature in the University of Birmingham which has established itself lately as one of the *Hochburgen* of German Studies. The contributors, eight in number, are all members of the Department.

Heinrich Böll died on July 16, 1985, at the age of 68; in the lives of those of us old enough to remember it, he has, with perhaps Günter Grass and Martin Walser – and omitting the two Swiss (!) – represented modern German literature, since the inception of the Bundesrepublik in 1949, for teachers of German at all levels. Böll grew up in the Catholic Rhineland and his religion played a large part in his early narratives, short and long, yet his, and his wife, Annemarie's decision to leave the Church in 1976 demonstrated the major facet of his career: his determination to fight all abuses of power, whether in government, church or big business. His struggle for the preservation of human dignity, on the right or the left of the political spectrum, gained world-wide respect and led to the award of the Nobel Prize in 1972.

The volume contains, after Professor Butler's introductory essay, 'The conservative moralist', eleven essays on Böll's publications; if some of these read rather as lectures on 'set books', no matter; purchasers may indeed well wish to accept them willingly as such. All essays are munificently documented, often with cross references within the book in an attempt to make a whole. Despite this, there is very little actual duplication, either of opinion or of quotation. Of the latter there is indeed a wealth, many from Böll's copious essays and comments on his own works which are not always readily available to scholars.

Thus, this book, with perhaps Professor Reid's excellent Böll studies of 1973 and 1988, will give British teachers of German a sound background to the work of one of the few German writers to achieve international prominence.

KENNETH S. WHITTON
Leeds

Franz Kafka: Die Verwandlung. Abraham, Ulf. *Diesterweg, 1993. 91 pp. DM11,80. 3-425-06172-0.*

This addition to the Diesterweg series of interpretive aids for the classroom provides an excellent supplement to the study-aids on Kafka's story. The first chapter provides 'allgemeine Grundlagen' by outlining the socio-historical context of Kafka's Prague, his relationship to expressionism, and his biography. A rather cursory chapter containing glosses on the language (unlikely to be sufficient for most English readers) is followed by two well-structured chapters on the text's formal features and the problems of interpretation. In the chapter on form, there are short sections on style narrative perspective, and on each of the main figures in the story. 'Secondary' figures like the chief clerk and the lodgers are also included here, since, as Abraham rightly says, they also participate in the 'theme of power and its loss'.

The chapter on interpretive models has sections on most of the established critical approaches: the metamorphosis as a metaphor; biographical, psychoanalytical, economic, ethical and existential readings of the story; the psychology of family tensions; the ambivalence and ambiguity of Gregor's shocking new state. It also contains a thoughtful section on Kafka's provocative humour. Throughout, Abraham brings out the visual and theatrical qualities of the story.

The fifth chapter contains some well-chosen short extracts from critics exemplifying the various approaches to interpretation already outlined. These would lend themselves very well to class discussion. A brief final chapter looks at film and theatre versions of Kafka's story, though without mentioning Steven Birkoff's adaptation.

Being aimed primarily at the 'Deutschunterricht' market, this book may be linguistically beyond most sixth-formers. English-language studies such as those by Hibberd (Grant & Cutler, 1985) and Hutchinson and Minden (Methuen, 1985) will remain the most accessible study-aids, but this book might appeal to the more enterprising sixth-former and to undergraduates. Like Beicken's little volume in the Reclam *Erläuterungen und Dokumente* series (1983), it may prove a useful resource for teachers who want to keep up with German criticism on this work and are looking for discussion material in German. References to critical works also provide a useful guide to further reading.

BILL DODD
University of Birmingham

Informieren, unterhalten, bilden. Medien zwischen Wirkung und Nutzen. Paschen, Joachim; Endlich, Hans. *Diesterweg, 1994. Available through European Schoolbooks Ltd. 143 pp. £9.95. 3-425-07506-3.*

Was heißt denn hier fremd? Thema Ausländerfeindlichkeit: Macht und Verantwortung der Medien. Winkler, Beate (ed.) *Humboldt, 1994. Available through European Schoolbooks Ltd. 160 pp. £8.75. 3-581-66747-9.*

When teaching *Landeskunde* with authentic material. do you often have problems finding articles that give all the relevant information and arguments in a condensed form without going into too much unnecessary journalistic claptrap that makes them too long to read in class? Many articles refer only to rather specific news items and do not give enough general background information needed for learners. More general ones certainly do exist, but it is often a laborious process wading through reams of magazines trying to find what you need.

Here, the book *Informieren, unterhalten,* *bilden* by Joachim Paschen comes in handy. It is what it promises to be in its introduction, a 'Materialienband' on the topic of the German media, and a very good one indeed. It is a collection of many different types of texts: newspaper articles, commentaries, interviews, tables, cartoons, short slogans, etc. from a wide range of different sources. Some of them have been shortened to condense the information. The material is classified according to seven different sub-topics, e.g. the uses of the media, people's expectations, the portrayal of violence, advertising. The book was obviously initially designed for the schoolbook market in Germany. Therefore, it is written exclusively in German and does not suggest any exercises, language or otherwise.

Authentic material often dates quickly and has to be exchanged frequently. For the time being, figures within the book are reasonably up to date (most of them from 1992), but soon tables will have to be revised or supplemented. The other texts deal not so much with current affairs as general issues, which makes them broad enough to be used over many years.

As the book only covers one area of *Landeskunde*, it cannot, of course, be used as a textbook, but makes a valuable source book for the teacher of A Level and above. It would also be extremely useful as part of a school, college or university library.

The second publicaton can once more be used for the *Landeskunde* instruction of A-level classes or above. Again there is a focus on one specific topic: 'Ausländer'. But here an entirely different approach is taken. Instead of using authentic extracts from the German media, the contributions to *Was heißt denn hier fremd?* have been especially written for this book.

From their biographies it is apparent that the contributors must be extremely well informed, with their finger on the pulse of current attitudes and affairs. The editor herself works for the German government in the area of immigration, and has brought together many of her colleagues working in the field. The result is well researched but rather formalised treatises from scientists as well as journalists and civil servants. This approach immediately influences the language, and makes it far too complicated to be used extensively in class. The topic areas as well are too highly specialised to give sufficient general background information.

The book is, therefore, only really of use to a reader with a high level of German, who wants to gain a more detailed insight into a specific topic, i.e. a teacher or advanced university student. What, however, are invaluable for research and preparation of *Landeskunde* teaching are the very extensive bibliography and address list at the back of the book. Whether you want to buy it solely for this, however, must be your decision.

ANNETTE DUENSING
University of Luton

Sowieso I. Deutsch als Fremdsprache für Jugendliche. Funk, Hermann *et al. Langenscheidt, 1994. Available through European Schoolbooks Ltd. Kursbuch, 120 pp., £8.95; German Workbook, 112 pp., £6.95; English Workbook, 128 pp., £6.95; 2 cassettes, £12.75 + VAT and £9.50 + VAT. 3-468-96813-2/47651-5/96811-6/47653-1/47654-X. Also available: Transparencies, Teacher's Handbook, Glossary German-English.*

This attractive coursebook from Langenscheidt has much to recommend it. Unlike some recent books, it is a handy size. The pictures are colourful and attract interest, and the pages are laid out in a simple, straightforward format with everything clearly legible. It would meet all my initial requirements of a coursebook.

While the real emphasis is on having fun with the language, the student is given a thorough structural grounding in the 24 chapters, taking in nouns, singular and plural, the use of prepositions, pronouns, adjectives with comparative and superlative forms, verbs in all persons, use of the imperative, imperfect of 'haben' and 'sein', the perfect and the use of three modal verbs. Particular emphasis is laid on correct usage of the imperative, with helpful pictures in the grammar summary to reinforce the rules. Useful learning tips are suggested, and really helpful and clear instructions are given on how to construct sentences, questions and commands. From the start, attractive pictures assist with the acquisition of vocabulary, and intonation practice, with recognition of long and short vowels backed up by pictures and the audio-cassette, is more than welcome. There is even a short exercise in the use of the glossary. Exercises are short and snappy, poems, games and puzzles abound, and students should enjoy devices which help them spot and make up the basic rules for themselves.

There is adequate material for listening, reading, writing and speaking in shorter and longer passages, scanning and precise reading, rapid listening and listening for thorough comprehension are all practised. Instructions are in German throughout, but carefully streamlined to give the student confidence and build up a glossary of useful terms. Some suggest a discussion of the illustrations 'in der Muttersprache' before delving more deeply into a longer text.

Themes include all the Areas of Experience required for KS3 and omits only D (The World of Work) in the requirements of KS4. There is enough material at a variety of levels throughout the book to enable the teacher to differentiate. The structural items can be covered in very simple terms and extended in games and puzzles, whilst there is plenty to stretch the ablest students and a great deal of imaginative and creative work.

If funds will run to it, there is a workbook in German to reinforce what has been done in the coursebook, though this would be rather demanding for the slower learner. The same exercises also appear in an English version of the workbook, which is worth buying for the sake of the excellent introductory chapter on learning strategies, even if you never got round to doing the exercises. Two excellent audio cassettes accompany the course, one for the coursebook and one for the workbook.

Book 1 of this course would be suitable for starting in Year 7, 8, or 9 and would lead easily on towards GCSE, 1998 version. Some language courses by native speakers tend to be over-ambitious, but this one is excellent in every way and well suited to the British conditions for teaching German.

SHEILA M. MASON
Neston High School

Gudrun Pausewang in context. Socially critical 'Jugendliteratur', Gudrun Pausewang and the search for utopia. *Tebbutt, Susan. Peter Lang, 1994. 282 pp. £33. 3-631-47845-3.*

Various quite diverse themes are indicated already by the title and subtitle of Susan Tebbutt's book, which does in fact place more emphasis upon broad contexts than upon the analysis of Pausewang's work. The themes covered are all of interest, and there has been no overall assessment of Pausewang's writings thus far, but the net effect here is of overcrowding. An extensive first part offers a history of *Jugendliteratur* as such (including even the Old High German glosses, if not the *magister scholiae* Otfrid!), and its scholarly reception, in which Göte Klingberg's systematisation (p. 14) is useful. In connexion with Pausewang it might have been augmented with C. S. Lewis's views on the deliberate choice of children's literature for a particular aim ('On Three Ways of Writing for Children' 1952). A second substantial chapter looks usefully at Pausewang's *oeuvre* and at responses to her work, while the third (and major) section examines her social and political themes, again with an (over-?) extensive *Forschungsbericht*. Tebbutt examines the writings about South America (considering at some length other German texts on the subject) and with them the topic of *Alterität*. The final part of this chapter has to do with her pacifist and anti-nuclear stance, primarily in the two best-known works *Die letzten Kinder von Schewenborn* and *Die Wolke* (of which Dr Tebbutt has produced an excellent edition). No real link is made between the themes, however; it would be of some interest to consider the notion of otherness in the *Rosinkawiese*-trilogy and in *Die Wolke*, for example. The author is aware (perhaps in spite of herself) of the flaws in Pausewang's writing, though she does not discuss the heavy-handedness (as in *Die Wolke*) that can be so counter-productive in the didactic novel. With *Die Wolke*, too, various specific aspects might have been looked at in greater depth: the matriarchalism, the inadequate characterisation (of Helga, for example). We are told that 'it is significant' that most of the male adults are shown in a poor light, but not *why*, and no real conclusions are drawn about Pausewang's ultimate political or moral stance.

The study began as a doctoral dissertation, and while this has some plus-points (such as a very detailed and full bibliography), some less welcome ones are also retained, such as the tendency to say what has just been done and what will be done next. There is also a sprinkling of more or less superfluous literary-critical terminology ('focalizer', 'macro-discoursal').

BRIAN MURDOCH
University of Stirling

Betriebswirtschaft. Lese und Arbeitsbuch. Jung, Lothar. *Max Hueber, 1993. Available through European Schoolbooks Ltd. Book, 1 cassette. DM26,-. 3-19001-506-6.*

This book is designed predominantly for people who want to study business at a German university. However it is also very helpful for anybody who needs German at work and/or to read trade magazines or newspapers in order to understand the German business world. Good knowledge of German is essential (equivilant to post-ZDAF of the Goethe Institut or post-A-level). The topics cover most aspects of business life, such as marketing (Chapter 19), trade unions (Chapter 11), company formation (Chapter 6) and gives an overview of the German economy. Students will not only be able to enhance their knowledge of *Landeskunde* but also to improve their grammar and specialised vocabulary. The grammar exercises cover particularly frequent structures often used in business, such as indirect speech, nominal phrases, passive constructions and subordinate clauses. The exercises employ vocabulary taken from the texts.

The structure:

Each of the 25 chapters consists of four clearly structured parts: a) introduction to the topic, b) reading text, c) grammar exercises, d) listening skills. The dialogues, including radio news, stock market indexes and interviews are authentic and useful training. However, there is some dialogue which appears contrived, for example in Chapter 23. The transcripts of the dialogues can be found at the back of the book (pp. 146–156).

The texts cannot be updated. Therefore I would suggest that current articles from newspapers and magazines should be added to the course to illustrate Germany's emerging business trends. There are plenty of specialised language books available that promise the students quick results but many of them lack clarity or structure. Having lectured in business German for several years, I consider that there is still a demand for good coursebooks such as this one. This package can be used either on its own or in combination with other materials. I would recommend *Betriebswirtschaft* to anyone who teaches business German at a higher level.

PETER LEFFEK
Middlesex University

Textarbeiter 3. Lehrwerkunabhängige Texte DaF Wirtschaft. Hassert, Tim *et al. Goethe-Institut München/Max Hueber Verlag, 1992. DM480, -.*

Textarbeiter 3 is identical in format with *Textarbeiter 1* and *Textarbeiter 2*. Those who have used *1* and *2* will therefore know the basic set-up. *Textarbeiter 3* is, however, free-standing and provides material for business German (presented entirely in German). It runs, as before, on a 286 machine and requires a hard disk and DOS 2; a monochrome screen is sufficient.

Unfortunately, Hueber would only send a sample disk without glossary and also without documentation. Thus nothing can be said about those two crucial elements of the package. The sample contains one example (mostly on 'Wertpapiere') of each part, i.e. 'Strategien', 'Fachwortschatz', 'Wortbildung', 'Texterschließung', 'Textrekonstruktion' and 'Abschnitte ordnen'. I can clearly see how the package can help students to acquire a certain vocabulary and text-study skills, especially through 'Fachwortschatz' and 'Texterschließung'. Other parts seem less clear in their aim; for example, I could not work out how to do *Abschnitte ordnen*. On the other hand, I was allowed to see the original text and it showed that the order of paragraphs was actually not crucial to the meaning of the text. *Lückentexte* also proved too complicated for me as only one option is allowed and I could not always guess it!!

I expect that the main fascination as well as the main flaws which students picked out when I first used *Textarbeiter 1* with them would still be valid: when they are first asked for reactions to computer work, students say they find learning in front of a computer (individually or in pairs) a lot more motivating than receiving photocopies or being taught with a book. In retrospect they are more critical: first, a monochrome package without use of a mouse and offering simple Courier-type font quickly loses its fascination. Furthermore, there is no element of challenge in *Textarbeiter*, as it neither punishes nor praises, and provides no scores. Although the levelling aspect of computeraided material, particularly for disparate groups of learners, is generally a bonus, more ambitious students should be given a sense of achievement and weaker ones should be sent through the 'loop' again until they have a sufficiently high score.

Unfortunately, at DM480 the package is also quite expensive compared to the cheapest CDs now on the market. It seems that although German course book development is, in many respects, ahead of what British publishers offer, computer-based material produced in this country is normally technically more advanced and offers considerably more interactive options than German packages.

RUTH WHITTLE
University of Birmingham

Streetwise German. Speaking and Understanding Colloquial German. Graves, Paul G. *Passport Books, 1994. vii + 270 pp. 0-8442-2514-2.*

The intention of this book is to provide the reader, a fairly advanced learner of the language, with an introduction to colloquial German. It aims to help the learner bridge the gap between the standard German encountered in the classroom and the informal speech he or she will meet in everyday situations. To this end the reader is presented with fifteen dialogues which alternate as far as regional variation is concerned between northern and southern German varieties. Each dialogue is followed by a vocabulary section and a series of exercises to reinforce both the active and passive command of the colloquial expressions learnt. Answers to all the exercises are provided. An appendix contains a thesaurus of 'streetwise German', basically a list of idiomatic expressions grouped thematically.

There are two reasons why I would have great reservations in recommending this book to students. First, despite the claim to the contrary, the dialogues hardly represent authentic German. In fact, the stringing together of one slang expression after another produces something much more artificial than the usual language learning material. Second, and more serious, the book is clearly intended not only as an aide to understanding colloquial German but as a textbook teaching the learner how to use such expressions. Colloquial expressions like 'sie ist ein Biest mit Haaren auf den Zähnen' are best acquired in the foreign language environment where they are accompanied by a range of appropriate contextual clues. One shudders to think what the naive language learner might innocently do with such expressions. The use of slang is best left to the native and near-native speaker – uttered by a learner they sound at best ridiculous and at worst offensive. This book might provide an amusing read for the language teacher, but I doubt that the language learner would benefit much from it.

CHRISTOPH ZÄHNER
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Publications received

Listed below, pending review where appropriate, are all publications received since the last issue of the journal (excluding those already reviewed in the current issue) which are of potential relevance to the teaching of German and German Studies.

Bücherregal. A Graded Reading Scheme. *BBC. Nelson, 1994. 15 readers, 3 cassettes.*

Deutsch im Beruf. Wirtschaft. 2. Kelz, Heinrich P. and Neuf, Gabriele. *Verlag Dürr & Kessler, 1994. Book, Lehrbuch, 2 cassettes.*

Deutsch im Krankenhaus. Firnhaber-Sensen, Ulrike and Schmidt, Gabriele. *Langenscheidt, 1994. Lehr- und Arbeitsbuch, cassette.*

Die Suche. Das andere Lehrwerk für Deutsch als Fremdsprache. Eismann, V., Enzensberger, H. M., *et al. Langenscheidt, 1994. Textbuch, Arbeitsbuch, 3 cassettes.*

Exploring German. Sheeran, Joan G. and McCarthy, Patrick J. New edition. *EMC Publishing, 1995.*

German Phrase Book. Stanley, Carol and Goodrich, Philippa. New edition. *BBC, 1995.*

Gesprächsverhandlungen. Videosprachkurs für Wirtschaftsdeutsch. Krauser, Wolfgang and Schneider, Jürgen. *Langenscheidt, 1995. Video cassette, Begleitbuch.*

Hallo, Peter – wir lernen Deutsch I. Ein Sprachkurs für Kinder. Weisgerber, Bernhard; Böhm, Helga; Urbanek, Rüdiger. *Dürr & Kessler, 1995. Arbeitsheft.*

Handeln und Sprechen im Deutschunterricht. Spielerische Sprachaktivitäten. Wicke, Rainer E. *Verlag für Deutsch, 1994.*

Kursbuch Betriebswirtschaftslehre. Struwe, Jochen. *Fischer, 1994.*

Kursbuch Phonetik. Frey, Evelyn. *Max Hueber Verlag, 1995.*

Newspaper German. A Vocabulary of Administrative and Commercial Idiom. Good, Colin. *University of Wales Press, 1995.*

Partnerarbeit Deutsch. Übungsprogramm für die Grundstufe. Lohfert, Walter. *Verlag für Deutsch, 1993. Book, 3 cassettes.*

Projekt Deutsch 3. Lehrbuch. Brien, Alistair; Brien, Sharon; Dobson, Shirley. *Oxford University Press, 1995.*

The German Language and the Real World. Stevenson, Patrick (ed.). *Clarendon Press, 1995.*

The Key to German Grammar. Lanzer, Harriette. *Mary Glasgow Publications, 1995.*

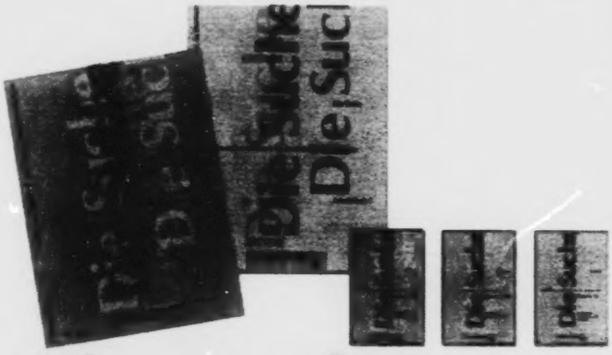
Thematisch 7. Short, Michael; Corkhill, Friede; Arnold, Barbara; Horsfall, Ursula; Childerstone, Eva. *Mary Glasgow Publications, 1995. Photocopiable resources, cassette.*

Themen neu 2. Lehrerhandbuch Teil A. Aufderstraße, Hartmut and Bock, Heiko. *Max Hueber Verlag, 1995.*

Themen neu 3. Kursbuch. Arbeitsbuch. 2 cassettes. Aufderstraße, Hartmut; Bönzli, Werner; and Lohfert, Walter. *Max Hueber Verlag, 1994.*

Übungsgrammatik Deutsch. Helbig, Gerhard and Buscha, Joachim. *Langenscheidt, 1991.*

50 Practical Tips for Learning German. Rug, Wolfgang, *et al. Klett/Goethe-Institut, 1994.*



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News and Notes

German spelling and punctuation: the proposed reforms

Just when you thought you had finally taught your pupils/students how to use ß correctly, the rules start changing! A number of reforms to German spelling and punctuation have been proposed by a group of linguists and representatives of German-speaking countries and regions following last year's *3. Wiener Gespräche zur Neuregelung der deutschen Rechtschreibung*. These proposals, the result of several years' work, seek to eradicate the inconsistencies which survived the last major reform of German orthography in 1902 and which cause as much confusion amongst native German speakers as they do amongst learners of German as a foreign language. The following brief summary of the proposed changes draws on two documents from *Dudenverlag* and the *Institut für deutsche Sprache*.[1]

a) The main principle underlying the reforms is the so-called **'Stammprinzip'**, i.e. that spelling should be based on the stem or root of a word. For example, it is proposed that 'plazieren' be changed to 'platzieren' to show that it belongs to the same word family as 'der Platz'. Other examples of this type of change are:[2]

Paket (cf. packen)	Packet
numerieren (cf. Nummer)	nummerieren
Zigarette (cf. Zigarre)	Zigarrette
schneuzen (cf. Schnäuze)	schnäuzen

b) Potentially the most awkward proposal for teachers of German is the amendment to the **ß rule**. This letter is to be written only after a long vowel or a diphthong. On all other occasions, *ss* will be written. This has implications for *ss* in final position and before consonants, which are, of course, the two rules most learners find easiest to remember. For example:

daß	dass
Fluß, Flüsse	Fluss, Flüsse
hassen, Haß	hassen, Hass
ich muß, ihr müßt	ich muss, ihr müsst
Maß, Fuß, Straße	Maß, Fuß, Straße
draußen, beißen	draußen, beißen

c) One area where this type of consistency might actually be welcomed is the thorny question of whether certain expressions should be written as **one word or two**. Here the following points should be noted:

- most separable verbs with a noun or adverbial element are to be written as two separate words (cf. present 'Auto fahren'):

staubsaugen	Staub saugen
radfahren	Rad fahren

- where an adjective or a verb is the separable part of a separable verb, these will usually be written as two words:

sitzenbleiben	sitzen bleiben
übrigbleiben	übrig bleiben

- other inconsistencies to be eliminated include:

irgend jemand	irgendjemand (like: irgendwer)
irgend etwas	irgendetwas (like: irgendwas)

soviel	so viel (like: so viele)
wieviel	wie viel (like: wie viele)

d) A further area where greater consistency is much needed is in the use of **capital letters**. There are a number of different points here:

- nouns in set phrases, especially when preceded by a preposition, will be written with a capital letter:

im großen und ganzen	im Großen und Ganzen
im allgemeinen	im Allgemeinen
in bezug auf	in Bezug auf

- in set phrases consisting of adjective and noun, the adjective will normally have a small letter unless the phrase denotes a specific individual institution or phenomenon:

das Schwarze Brett	das schwarze Brett
die Erste Hilfe	die erste Hilfe
der Deutsche Bundestag	der Deutsche Bundestag

- nouns used adverbially in time expressions are to have a capital letter:

heute abend	heute Abend

- but nouns used in fixed constructions with the verbs *sein*, *werden*, and *bleiben* will continue to be written with a small letter:

schuld sein	schuld sein

e) Consistency is also to be sought in the use of the **letter combinations 'ph', 'th', 'rh', 'gh'**, which are to be replaced by 'f', 't', 'r' and 'g' respectively. Alternative spellings will be allowed in many cases:

Orthographie	Orthographie *or* Ortografie
Alphabet	Alphabet *or* Alfabet
Thunfisch	Tunfisch
Apotheke	Apotheke *or* Apoteke
Rhythmus	Rhythmus *or* Rytmus
Joghurt	Joghurt *or* Jogurt

Other 'Germanised' spellings include:

Kommuniqué	Kommuniqué *or* Kommunikee
Ketchup	Ketchup *or* Ketschup

f) The formal second person form **'Sie'** will continue to have a capital letter, but all the forms of the informal '**du**' and '**ihr**' will have a small letter, even in correspondence.

g) It is proposed that the use of the **comma** to divide off clauses which are joined by the co-ordinating conjunctions 'und' and 'oder' be relaxed. Commas will henceforth be optional here.

h) The very detailed rules for **splitting words** at the end of a line are also to be further amended. Proposed changes here include:

- allowing the splitting of 'st', 'ck', and initial vowel:

Mu-ster	Mus-ter
Zuk-ker	Zuc-ker
Ofen	O-fen

- greater flexibility in splitting 'foreign words':

Si-gnal	Si-gnal *or* Sig-nal
Päd-agogik	Päd-agogik *or* Pä-dagogik

- where three identical consonants come together as a result of word formation, all three will be written:

stillegen (= still + legen)	stilllegen
Schiffahrt (= Schiff + Fahrt)	Schifffahrt

- where an 'h' has been omitted before '-heit', it will be restored:

Roheit (= roh + -heit)	Rohheit

Before you throw your arms up in despair, it should be noted that these reforms are still a long way from becoming law. In Germany, in particular, the process of getting them accepted will be a fairly long and complicated political process, with the *Kultusbehörden* of the various *Länder* and the Federal Interior Ministry all having their say before laws are enacted to facilitate the changes. It seems unlikely that all the proposals will survive intact. Once changes are made, however, there will be a transitional period during which both variants will be acceptable. Duden sees this period as a chance 'ein aufgeschlossenes Verhältnis zur Rechtschreibung zu gewinnen und die Überbewertung von orthographischen Fehlern abzubauen'. Given earlier lengthy, heated and ultimately fruitless debates over orthographic reform, this sounds distinctly optimistic.

Notes

1. See *Informationen zur neuen deutschen Rechtschreibung. Nach den Beschlüssen der Wiener Orthographiekonferenz vom 22. bis zum 24.11.1994 für Deutschland, Österreich und die Schweiz.* Hrg. von der Dudenreaktion, Dudenverlag, Mannheim, 1994; and 'Sprachreport. Informationen und Meinungen zur deutschen Sprache', Extra Ausgabe, Dezember 1994. Hrg. vom Institut für deutsche Sprache, Mannheim.
2. The left-hand column in each of the boxes indicates current usage, while the right-hand column presents the proposed reform.

JOHN KLAPPER
University of Birmingham

Deutschland

Hourly **wage costs** in western Germany rose to DM 43.97 an hour in 1994, according to the Cologne-based economic research group Institut der deutschen Wirtschaft (IW). A survey it published this month showed interesting changes – some of them more the result of currency fluctuation than of economic conditions. Runner-up was Switzerland with DM 41.47 an hour followed by Belgium, DM 37.35, and Norway DM 36.34. Japan was once comfortably in the middle ranks but the upward surge of the yen brought it to fifth place with DM 36.01. In eastern Germany hourly wage costs were 60 per cent of those in the western Länder in 1994, a cost advantage that is diminishing: according to the IW, in 1992 the eastern level was 50 per cent of that in the west. Non-wage costs in western Germany were also top of the league at DM 19.76, the institute reported. In the eastern German states the figure rose last year to DM 11.05. For 1995 the IW predicted still higher hourly costs due to pay rises and the dearer D-mark as well as other currency movements, so that Germany's most important trading competitors were expected to improve their positions: measured in D-mark, the wage rate in Britain was predicted to fall from DM 22 to DM 20 an hour; in the United States from DM 28 to DM 24; and in Italy from DM 27 to DM 23.

Germany's image as a staid country which shuts up shop on Friday night and comes back to life on Monday morning is being steadily eroded. Today one employee in three works on Saturdays more or less regularly, and one in six on Sundays. Shift and night work are increasingly a feature of working life: it is estimated that already between 12 and 15 per cent of the labour force have to take this as a matter of course – with the trend rather stronger in the eastern than in the western Länder.

Dr Jürgen Oesterhelt took up his duties as **German Ambassador in London** yesterday, April 5. He was until then Ambassador in Ankara. Dr Oesterhelt was born in Munich on 19 August 1935 and studied law in Munich, taking a law doctorate in 1959 and his second state law exams in 1962. He took a master's degree in comparative law at Columbia University in New York and spent a year in the Paris office of an American law firm before entering the diplomatic service in 1964. He served in Moscow, New York, Sofia and Athens before returning to Bonn. He occupied a number of senior posts in the Foreign Office, ending up as legal adviser and head of the legal division. He was appointed Ambassador to Turkey in July 1992. Dr Oesterhelt is married and has two children. He succeeds Dr Peter Hartmann, who has returned to Bonn to become a State Secretary in the Foreign Office.

Work is going full speed ahead on a comprehensive scheme to bring western and eastern Germany really together by linking their rail, road and canal systems. Altogether some DM 60.5 bn has been set aside for the 17 '**Unity Projects**'. The **rail network** has been given priority. The scheme affects 1,962 km of track, of which important stretches – such as Project 6 from Eichenberg to Halle (*see the figure 6 in bold type on the map*) – have already been completed. Work has begun on the Uelzen-Salzwedel-Stendal (*line 3*) and Leipzig-Dresden (9) routes. Berlin is becoming once again the hub of the railway network, with lines south to Leipzig, west to Hanover, south-west to Helmstedt and north-west to Hamburg. From this Hamburg-Berlin track an important new link branches off north from Hagenow to Schwerin and points beyond, placing a once relatively remote part of the country directly on the main national network, core to the Unity programme. Part of the funding for the Nuremberg-Munich line will come from the private sector. This rail undertaking and several road schemes have been designated as pilot projects and a law has been passed to establish the legal conditions for the private construction and operation of tunnels and bridges. The first such scheme is a bridge over the river Warnow in the Baltic port of Rostock.

Of the 1,968 km of projected **motorways** 1,550 are in the eastern states. Work is well advanced on the Magdeburg-Halle route (*14*) and on the Wismar bypass (*20*) near the Baltic coast. Eventually the A20 Baltic Autobahn will run for 300 km. from Lübeck east towards Prenzlau and Stettin on the Brandenburg plains, a direct link between once remote Mecklenburg and Pomerania, bringing the industrial and harbour complex of the north-west a short journey away from Poland. Work has been completed on the A4 Weimar stretch and at Görlitz (*A4 on the far right*) there is a new bridge across the river Neisse into Poland. Big stretches of the north-south A9 into Bavaria are now also complete. The south Berlin ring road has been turned into a six-lane motorway.

The biggest **waterway project** is the extension of the Mittellandkanal (*see thick line 4*) which will eventually link with Berlin's own canal network to encourage barge traffic, which for transporting bulk cargo in a way that is friendly to the environment remains in favour much more than in Britain. The Unity transport project should be largely completed by the year 2000: the Federal Government has laid down that it regards efficient transport links as indispensable to the realisation of the 'Upswing East' growth scheme for the new Länder.

Source: German Embassy, London

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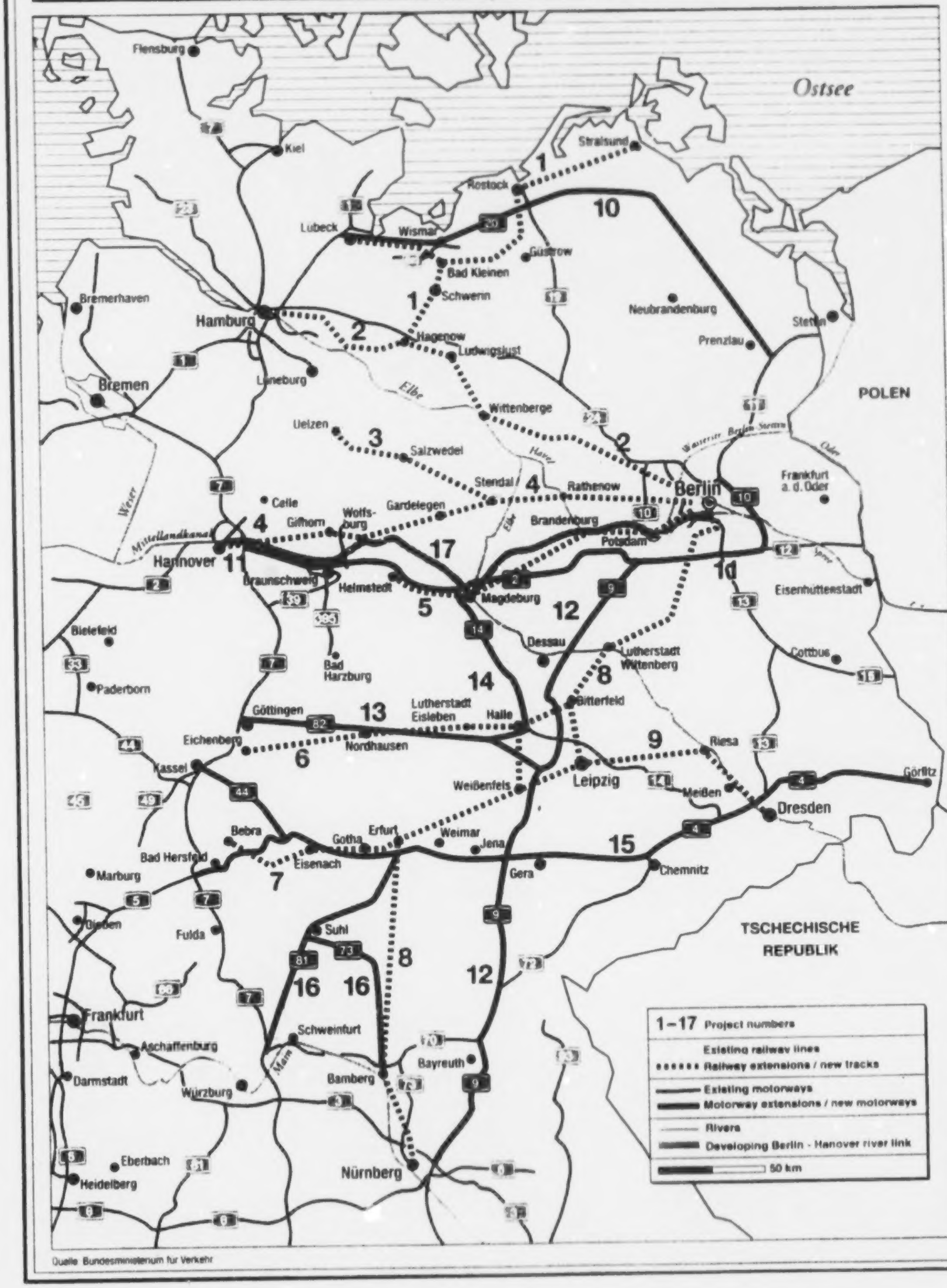
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1–17 Project numbers
Existing railway lines
Railway extensions / new tracks
Existing motorways
Motorway extensions / new motorways
Rivers
Developing Berlin - Hanover river link
50 km

Quelle: Bundesministerium für Verkehr

Sabine Levinger - Frankfurter Allgemeine Zeitung

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Österreich

14 Mrd. S haben die Osterreicher 1994 in **Lotterieannahmestellen und Casinos** ausgegeben. Dem Fiskus brachte diese Spielleidenschaft der Österreicher Einnahmen von 4 Mrd. S. Pro Kopf wurden im Durchschnitt beim Glücksspiel 32 US-$ ausgegeben. Österreich lag damit im vergangenen Jahr nach Spanien (41), Norwegen (39) und Dänemark (36) an dritter Stelle. 1995 dürften die Pro-Kopf-Spielsummen bereits 46 US-$ erreichen, womit Österreich europaweit nun nach Norwegen (51) an zweiter Stelle liegt. Insgesamt dürften Glücksritter 1995 in Österreich rund 15 Mrd. S ausgeben, heißt es nach Angaben von Casinos Austria.

Der harte Schilling läßt das Ausland für **österreichische Touristen** zum Konsumparadies werden. Reisen ist billig wie noch nie, die Kaufkraft der Österreicher im Ausland ist deutlich gestiegen. So kann etwa in den USA mit 100 S im Gegenwert von 192 S eingekauft werden. Billiger als in den USA ist es nur noch in den Reformländern des Ostens (Slowakei, Tschechien, Ungarn) und der Türkei. Slowenien ist bereits teurer als die USA. Teurer als zu Hause ist es für Österreicher nur in Norwegen (100:85), der Schweiz (100:82) und in Japan (100:58). Als Basis für den Vergleich wurde die Preisrelation für Güter und Dienstleistungen unter Einbeziehung der Wechselkurse erhoben.

Das Kuratorium des **Nationalfonds für Opfer des Nationalsozialismus** hat sich am 6. Juli 1995 im Österreichischen Parlament konstituiert. Der Vorsitzende des Kuratoriums, Nationalratspräsident Dr. Heinz Fischer, erklärte, das Gesetz über den Nationalfonds beruhe nicht auf dem Gedanken, einen eng definierten Rechtsanspruch zu formulieren, sondern auf der Philosophie, den Opfern gegenüber 'eine Geste der Entschuldigung' zu setzen. Der Fonds habe die Aufgabe, Leistungen an Personen zu erbringen, die vom nationalsozialistischen Regime aus politischen Gründen, aus Gründen der Abstammung, der Religion, der Nationalität, der sexuellen Orientierung, aufgrund eines Gesundheitsschadens oder aufgrund der sogenannten Asozialität verfolgt wurden oder auf andere Weise Opfer nationalsozialistischen Rechts geworden sind oder ihre Heimat verlassen mußten. Der Fonds ist zunächst mit 500 Mill. S dotiert.

Source: Bundespressedienst Wien

A first for an Oxford group of Modern Language teachers

One hot Wednesday last June a group of Modern Language teachers in Oxford, from maintained, independent, and Christian schools and HE met to look at the question is it possible to develop the spiritual and moral well being of our students in foreign language teaching. The upshot of the meeting was that it most definitely is possible. The context for the meeting was the general requirement of the National Curriculum for the spiritual, cultural and moral development of all pupils, the fact that this is specifically considered by OFSTED inspection teams and that trainee teachers should be assessed in their professional development on their 'readiness to promote the moral and spiritual well-being of their pupils'. The speaker David Smith, a foreign language teacher from Derby and member of the Association of Christian Teachers (ACT) shared his positive experiences of attempting to do this in the classroom.

He expressed dissatisfaction with the limits imposed by current trends, a dissatisfaction felt by many teachers that modern languages seem to be taught either for the purpose of expressing a life of self-centred pleasure (what *I* do in the holidays, *my* spare time, how *I* spend *my* money), or to fulfil an economic need for the country (you will need a language to get a good job). The philosophy of materialism is there to be challenged. The individual pupil is of greater worth than to be defined as an economic unit. One way forward is to acknowledge that human beings have the capacity to orientate their lives to something/someone outside themselves and that many German, Spanish and French speakers do indeed have a strong and active faith, as do our students. If we can bring this aspect of life into our MFL classrooms then we are rooting our language

teaching more firmly within the whole curriculum and providing our students with opportunities for using language in new and potentially more worthwhile situations. How can this be done? David cited the use of biography and a successful unit of work he had used with a very mixed ability German GCSE class based on a biography of the White Rose group. Starting with simple questions about a picture of the Scholls, he had been able to develop the story of the life, beliefs and execution of the brother and sister. In an evaluation his class all responded by saying that they had found the level just right but much more importantly they were asking why they had not been told about people like this before. He also raised for debate issues of truth telling in the foreign language classroom, for example do we undermine the value of a foreign language when we tell students to make up the answer to a question they may find difficult.

In the second part of the meeting we looked at a variety of materials which we might use to open up the spiritual, such as poems and traditional parables. One example involved an interview with both a Muslim and a Christian on when and how often they ate bread and then what religious significance bread had for them.

I believe that this was the first meeting of its kind, but I hope the discussion will be taken up by others. In March 1996 five units in German and five in French which offer opportunities for introducing and developing the spiritual and moral in our foreign language teaching will be available under the CHARIS label. The German units are entitled, *Landschaft, die Weiße Rose, Küssen, Glauben,* and *Frau Kelbert, eine Biographie.*

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Notes for contributors

Contributions The Editorial Committee welcomes previously unpublished articles which will further the cause of the learning and teaching of German.

Contributions are expected to fall into one of these categories:

a) Articles of about 3000 words.
b) Brief (up to 1000 words) items of information, notes on innovative practice, discussion points (including those arising from previous articles).
c) Reviews usually of about 300 to 400 words (longer reviews or articles may be accepted).

The guidelines below are intended to help contributors:

Presentation
Articles should be submitted either typewritten or on computer disk (plus hard copy)

a) Typewritten: Type with double spacing. Typewriters or word processors should be set at 44 characters (the equivalent of the line length), as this will help the Editor plan the arrangement of the journal. Please send two copies of the article and keep one for yourself. One copy of the article should be 'clean' (with no corrections) to enable the printer to scan it. If there are any changes or corrections these should be made on the second copy.
b) Disk: Send 3½" or 5¼" disks (NB not Amstrad Cf2 disks) in double, single or high density formats. Most word processing packages are acceptable but if you have any query contact the ALL office. Also send in one hard copy of the article with the disk, and keep one for yourself.

Give your article one short title (not a title and a subtitle), and divide it up with brief subheadings.

Give full references for all sources quoted. Journal policy is to put these at the end of the article and not at the bottom of the page.

Illustrations
Photographs are particularly welcome, as are charts, diagrams and tables where relevant. Please send these at the same time as your typescript.

Timing
In order to be considered for including in the following issue, articles should normally be sent in by 1st February and1st August. Where topicality is of the essence, shorter deadlines are possible by negotiation with the Editor.

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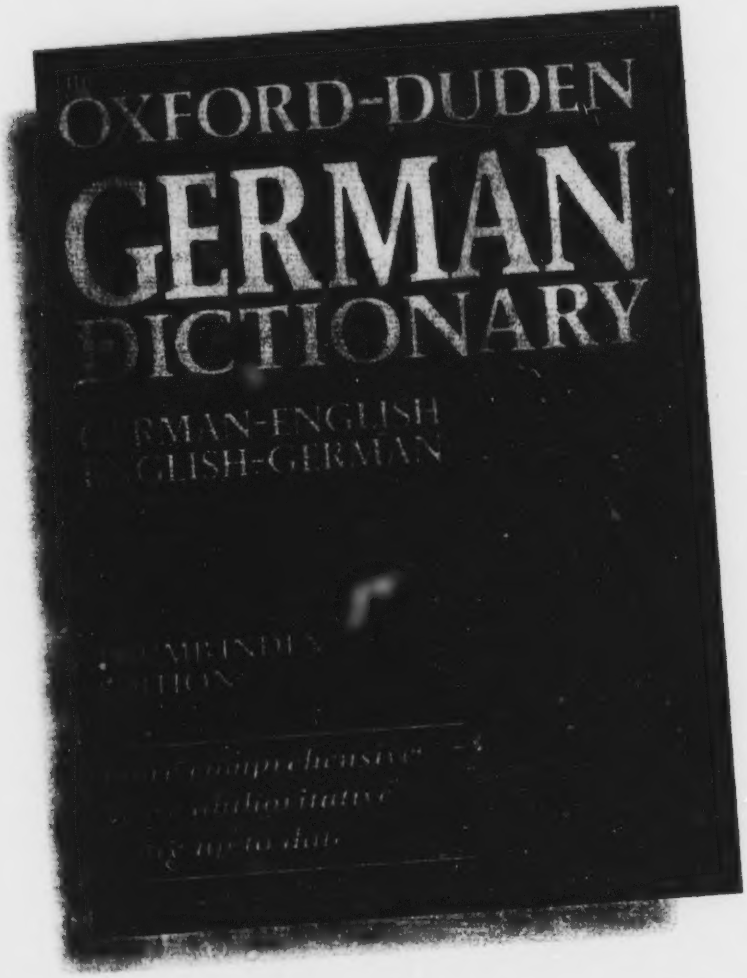
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The German Journal of the Association for Language Learning

Deutschunterricht für jüngere Schüler

Adult Education – breaking the ice

The great grammar debate continues

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German Teaching is published twice a year, in June and December. It is supplied to ALL members who choose it as one of their two specialist language journals in addition to *Language Learning Journal* and *Language World*, and is available on subscription to libraries and individuals.

Other journals published by the Association for Language Learning
Language Learning Journal, Francophonie, Vida Hispánica, Tuttitalia, Rusistika, Dutch Crossing, (published by the Centre for Low Countries Studies), Language World Quarterly Newsletter

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Official address: Association for Language Learning, 150 Railway Terrace, Rugby
CV21 3HN.
Tel: 01788 546443. Fax: 01788 544149

GERMAN TEACHING

ISSN 0953-4822 **June 1996** **No. 13**

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Published by
Association for
Language Learning
Printed by
Stephen Austin
& Sons Ltd

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Association for
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Deutschunterricht für jüngere Schüler

This article is based on extracts from the report of the international seminar on primary level German held at the University of York from the 25 April 1995 organised jointly by ALL, IDV and the Goethe-Institut. Copies of the full report are available from ALL, price £4.

Einleitung

Der Vorschlag für dieses Seminar kam vom Deutschen Ausschuß des britischen Sprachlehrerverbandes Association for Language Learning (ALL). Es sei höchste Zeit, meinte man, daß der Internationale Deutschlehrerverband (IDV) etwas für den Bereich Deutsch in der Primarstufe mache.

Die Vertreterversammlung des IDV begrüßte diesen Vorschlag auf der internationalen Deutschlehrertagung in Leipzig und bat ALL ein Seminar für Experten auf diesem Gebiet zu organisieren. Einladungen gingen an sämtliche Mitgliedsverbände vom IDV und das Seminar fand schließlich Ostern 1995 an der Universität York statt.

Leider ist es uns nicht gelungen, eine finanzielle Unterstützung für dieses Seminar zu bekommen, also mußte grundsätzlich jeder Teilnehmer, bzw. sein Verband oder seine Arbeitsstelle die gesamten Kosten tragen. Glücklicherweise war jedoch das Goethe-Institut bereit, zehn Stipendien für Teilnehmer aus dem osteuropäischen Raum zu geben. Das war in diesem Fall besonders günstig, weil gerade in Osteuropa die meisten Fortschritte auf diesem Gebiet gemacht werden. Es war auch ein großes Glück, daß zwei Experten aus der Bundesrepublik Deutschland, Ernst Endt und Ursula Hirschfeld, dank dem Goethe-Institut auch an diesem Seminar teilnehmen konnten.

Das Seminar begann an dem letzten Tag der jährlichen ALL-Tagung „Language World", und einige Kolleginnen nutzten die Gelegenheit, auch an dieser Tagung teilzunehmen. Am ersten Abend fand ein gemeinsamer Empfang für Tagung und Seminar in den Räumen des Nationalen Eisenbahnmuseums in York statt.

In den folgenden Seiten wird nun das Fazit des Seminars präsentiert. Es handelt sich um Informationen, Anregungen und Beispiele, die allen dienen sollen, die auf dem Gebiet Deutsch in der Primarstufe tätig sind.

Diskussionsgruppe „Organisationsprobleme"

Die Arbeitsgruppe hat sich folgende Fragen gestellt:

- Wie ist der heutige Stand im Bereich Organisation des Fremdsprachenunterrichts in den Ländern?
- Wie ist die Organisation und der Stand im Bereich der Lehreraus- und fortbildung?
- Wer bestimmt das Curriculum und entscheidet, welche Unterrichtsmaterialien (Lehrwerke) eingesetzt werden?
- Wie sehen die Pläne und Perspektiven in diesen Bereichen aus? Realitäten und Vorstellungen.

An der Diskussion nahmen Vertreter/-innen aus Frankreich, Estland, Slowenien, der Tschechischen Republik, Großbritannien und Polen teil.

Aus der Diskussion ging eine große Variabilität im Bereich der Unterrichtsbedingungen und Unterrichtsorganisation hervor. Dies betrifft:

- die Einführungszeit, die zwischen der 3. und der 5. Klasse schwankt. Nur in Einzelfällen – meist zu Erprobungszwecken oder experimentell – wird schon im Kindergarten oder in der 1. Grundschulklasse begonnen.
- die Dauer des Fremdsprachenunterrichts (zwischen 8 und 10 Jahren), wobei meistens auf die fehlenden curricularen (oder auch organisatorischen) Voraussetzungen für das Kontinuum hingewiesen wurde.
- die Wochenstundenzahl, welche für den Fremdsprachenunterricht vorgesehen ist (von 15 Minuten verteilt über fünf Tage, bis hin zu 1 bis 4 Wochenstunden).
- die Curricula: In der Slowakei, in Estland, in der Tschechischen Republik und teilweise in Polen werden die Curricula zentral von durch die jeweiligen Ministerien gesteuerten Kommissionen bearbeitet und über die Schulämter an die Schulen weitergeleitet. In Großbritannien sieht das „National Curriculum" keinen Fremdsprachenunterricht in der Primarstufe vor; einige Grafschaften bearbeiten Richtlinien für eigene Unterrichtszwecke. In Slowenien liegt ein Katalog von Zielen, Inhalten und Fertigkeiten vor, mit dem Hinweis, daß der Frühbeginn eine Phase der Sensibilisierung sein soll und kein geschlossener Kurs.
- die Lehrmaterialien: von einem zentral bearbeiteten Lehrwerk (Estland) über vom Ministerium akzeptierte Lehrwerke (Polen) bis zur vollen Freiheit in der Auswahl von Lehrmaterialien. Es werden eigene Lehrwerke bearbeitet oder auch solche, die aus dem Zielland stammen, übernommen.

Die offiziellen Voraussetzungen zur Berechtigung für den Lehrerberuf sind vergleichbar, meistens Universitätsphilologien oder Pädagogische Hochschulen mit entsprechendem Abschluß (in Polen mit Magister, allerdings ohne Referendarzeit). In einigen Ländern wird ein Kurzstudium angeboten (3 Jahre Lehrerkolleg mit intensivem Schulpraktikum). Es wurde darauf hingewiesen, daß in der Schulrealität sehr oft unqualifizierte Lehrkräfte den Fremdsprachenunterricht durchführen.

Es werden verschiedene Weiter- und Fortbildungsmaßnahmen unternommen (Seminare, methodische, regionale Zentren für Methodik/Didaktik mit festem Programm, Abend- und Fernstudien, Kurse für Methodik usw.)

Als Empfehlung für die Zukunftsentwicklung im Bereich „früher Fremdsprachenunterricht" haben sich die Teilnehmer geeinigt, daß besonderer Druck auf die Ausbildung von Grundschullehrern zu legen ist, welche zusätzlich im Bereich Fremdsprache und Methodik des Fremdsprachenunterrichts für Kinder ausgebildet werden. Dies könnte an Hochschulen und Universitäten durchgeführt werden, in einem besonders für diese Zwecke konzipierten mindestens 4jährigen Studiengang. Alle anderen, sehr wichtigen Bedingungen, können nur unter enger Zuammenarbeit der Schulbehörden und mit Einsatz von hohen finanziellen Mitteln geschaffen werden (entsprechende Curricula, Unterrichtsmittel, Unterrichtsausstattung usw.).

Empfehlungen

Die abschließende Diskussion zeigte wieder, wie unterschiedlich die Situation in den jeweiligen Ländern ist. Dennoch lassen sich Gemeinsamkeiten feststellen und die folgenden Thesen sind für alle Länder zutreffend.

Vorteile des frühen Sprachunterrichts

Der frühe Fremdsprachenunterricht hat vor allem Vorteile im Bereich der Allgemeinbildung. Es handelt sich nicht so sehr um praktische Kompetenzen, sondern um ein Erwecken des Verständnisses für das Fremde überhaupt. Durch das Fremdsprachenlernen sollen die Horizonte des Kindes erweitert werden. Dazu kommt, daß das junge Kind eine fremde Aussprache schneller beherrscht als ältere Lerner.

Nachteile und Gefahren

Es wurden keine Nachteile genannt, wohl aber Gefahren. Wenn der frühe Fremdsprachenunterricht schlecht durchgeführt wird, kann das Kind negative

Organisation des Primarstufenunterrichts

Land	Beginn	Dauer	Sprachen	Stundenzahl	Kontinuum
Estland	ab 3. Klasse	bis zum 10 J.	Englisch (3) Deutsch (1)	2–4	Abitur in Deutsch
Frankreich	meist ab 3. Klasse aber sehr unterschiedlich		Englisch Deutsch	1.5/Woche	fehlt
Großbritannien	Versuche mit 5–6jährigen Versuche im Kindergarten sonst ab 3. Klasse	viele Grundschulen ohne FSU	Französisch (5) Deutsch (1)		
Polen	5. Klasse 1. FS	8 Jahre	Englisch (3) Deutsch (2) Französisch	2–3/Woche	fehlt
Slowakei	ab 1. Klasse (Einzelfälle) ab. 3. Kl. (Wahl) ab 5. Kl. Pflicht	8 Jahre	Deutsch Englisch Französisch	1. Kl. 1–2 2. Kl. 3–4 3. Kl. 4 6.–8. Kl. 3	fehlt
Slowenien	3. Kl. 1. FS 5. Kl. 2. FS	8–11 Jahre	Englisch Deutsch	2/Woche (45 Min. aufgeteilt in 30+15 Min.)	Bemühungen
Tschechische Republik	ab 4./5. Kl.		Englisch Deutsch		fehlt

Eindrücke gewinnen, die sich dann in Vorurteile gegen die jeweilige Sprache und Kultur oder gegen das Sprachenlernen überhaupt entwickeln.

Lehrer(innen)

Auf die Frage, wer den frühen Sprachunterricht erteilen sollte, wurden mehrere Lösungen vorgeschlagen. In einigen Ländern wird dieser Unterricht von Spezialisten durchgeführt, die je in mehreren Schulen arbeiten. Meistens aber ist es die Klassenlehrerin, die für den Fremdsprachenunterricht ausgebildet wird. Das hat den großen Vorteil, daß sie dann den FSU in den normalen Tagesablauf einbauen kann; das Kind sieht die Fremdsprache als eingebauten Bestandteil seines Lernens.

Lehrerausbildung

Die Lehrerausbildung hängt von dem System des jeweiligen Landes ab. Wichtig ist aber zu betonen, daß der Unterricht an jüngere Schüler sowohl ein didaktisches Können wie auch gute Sprachkenntnisse erfordert. Die Lehrerin muß mit der Methodik des Primarunterrichts vertraut sein und die Grenzen und Möglichkeiten von dieser Altersstufe kennen. Sie muß auch in der Lage sein, als Vorbild für die Sprache zu dienen, deshalb sind neben

Wortschatz und Grammatik auch gute Aussprache und Intonation unentbehrlich. In vielen Fällen gibt es vorteilhafte Zusammenarbeit zwischen Lehrerin und örtlichen oder regionalen Fachberatern.

Organisation und Verlauf der Klasse

Es gibt verschiedene Lösungen auf die Frage, wie oft in der Woche der FSU stattfinden, sowie wie lange er auf einmal dauern soll. Es eignen sich vor allem Aktivitäten, die dem Alter des Schülers entsprechen, also z.B. Lieder, Spiele, Reime. Auch mit rhythmischen Aktivitäten hatten einige Teilnehmer viel Erfolg.

Materialien

Es sind mehrere sehr gute Lehrwerke und andere Materialien bereits vorhanden, die zu verschiedenen Lehrmethoden passen.

Kontinuität zur Sekundarstufe

Diese Kontinuität ist absolut wichtig, denn sonst läuft man Gefahr, daß das Kind nach zwei Jahren FSU in der Primarschule wieder von Anfang an beginnen muß, wenn es zur Sekundarschule kommt. Nur durch sehr gute Zusammenarbeit zwischen Sekundarschulen und den verschiedenen Primarschulen in ihrem Gebiet läßt sich eine solche Situation vermeiden.

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Incorporating German into the wider curriculum

Dr. Mariel Tisdell
University of Queensland

Introduction

Recent developments in second language (L_2) teaching in Australia have seen the introduction of L_2 from as early as YR 1 and the compulsory study of a second language from YR 3 to YR 10 i.e. from the age of 7 to 15 in at least one Australian state (Queensland). As a result, L_2 teachers in Queensland and in other parts of Australia are coming to terms with two factors in the teaching of second languages:

- An increasing number of secondary trained L_2 teachers is now being re-trained to become specialised L_2 teachers for primary schools.
- The current time allocation for L_2 teaching at primary schools is two and a half hours per class per week. Initially in order to lighten the burden on an already overloaded primary curriculum L_2 teachers explored some aspects of the general curriculum for inclusion into L_2 teaching at primary and possibly secondary schools.

This *integrated approach* to L_2 teaching is proving to be very successful in raising levels of both motivation and L_2 proficiency among primary students. More and more L_2 teachers at *secondary schools* are now considering the possibility of including general curriculum areas in the teaching of German at least at lower secondary levels. I should add here that students in Australia normally start primary school at the age of five and secondary school at the age of twelve. The Australian 'upper primary' level (i.e. when students are 9, 10 and 11 years old) therefore corresponds roughly to the British First and Second Forms. The integration of general curriculum areas into the teaching of German as a foreign language lends itself to all levels of schooling but is particularly applicable to the Australian upper primary/lower secondary levels corresponding to Forms 1–4 in British schools. The aim of this article is therefore to present examples and modules in the teaching of L_2 which have evolved and continue to evolve as a result of the contact and dialogue between primary and secondary teaching. Secondary teaching is traditionally subject-oriented, primary teaching is characterised by a holistic approach to learning and teaching. By combining the integrated teaching style of the primary sector with the subject oriented secondary specialisation L_2 teaching and learning in the primary AND in the secondary sector can be re-vitalised, expanded and will eventually lead to higher proficiency levels and retention rates.

L_2 teaching at primary level should not be taught in isolation., Instead, it can and should be used to revise, re-inforce, and to introduce new aspects to core curriculum areas taught at primary school. By involving *subject matter, academic* and *social skills* as well as *thinking processes, attitudes, e.g. feelings* and *sensitivities* associated with core curriculum areas in a selective but integrated manner, the scope of the communicative, interactive L_2 learning process is expanded and made more meaningful and interesting to the learner at both upper primary and lower secondary levels.

Areas of general knowledge as well as specific subject areas can be used to:

- stimulate L_2 dialogue and discussion in the classroom
- provide new L_2 structures, vocabulary and idiomatic expressions
- provide a new focus to L_2 classroom teaching
- stimulate the interest of learners in the

content of the second language classes
- increase learner awareness of language patterns and appropriate language use
- focus on interactive, problem-solving skills
- stimulate cultural and social awareness.

Modules and units, similar to those discussed in this article, should be easy to slot into any L_2 teaching situation irrespective of specific syllabuses, courses or L_2 resource material. L_2 teachers can soon become familiar with the range of topics at various levels of upper primary/lower secondary teaching and the potential which core topic curriculum/activities offer for inclusion in L_2 teaching. This enables teachers to select the most appropriate topic area for their students in terms of age, level of L_2, general knowledge, interests, overall curriculum structure and specific content in core subject areas.

Why is the integration of general curriculum areas into L_2 teaching desirable?

In spite of more than two decades of communicative language teaching many of our L_2 students are still a long way from using the target language (TL) confidently and competently in a flexible response situation (Ingram 1992). The most frequently employed element in communicative teaching has been the dialogue. Topics in these dialogue situations have been learner orientated i.e. 'being of interest to and concerned with information about the learners' (Scarino 1988). Most textbooks and courses published in the past 15 years acknowledge this concept.

However, whilst questions such as Wie heißt du?, Wie alt bist du?, Wo wohnst du?, Was ißt du gern?, Was ißt du nicht gern?, Was sind deine Hobbys?, Hast du Geschwister?, Hast du Haustiere?, may be appropriate in situations where you meet a person for the first time or speak to your partner by phone or letter, students in the L_2 classroom are in fact asked to create a 'make believe situation' where the answers are already known to the speakers, particularly when the two partners are friends in the class. Such 'pretending not to know' (Kellermann 1964) and the use of unfamiliar language patterns in order to ascertain and transmit already familiar facts can be challenging and interesting *in the very early stages* of L_2 learning. However, *after* this initial stage *it can also become quite boring*. There is no information gap. The incentive to 'find out' is no longer there. 'If the receiver is familiar with the information and is of the same opinion, there is no gap and he/she will probably switch off' (Wright, Betterbridge & Buckby, 1991:2). Such a situation does not challenge, tempt, invite the speakers to use new vocabulary, new structures. The use of language becomes uninteresting, stereotyped. Most importantly, any corrections which the teacher makes to patterns used by the students in this situation – void of any real information – *remain unnoticed by the speakers* because the students perform their tasks mechanically and remain unreceptive to any corrective input. For communication to be effective and for communicative language patterns to be retained, an information gap between the speakers must exist so that communication/language between the speakers can be used to close it. Language patterns are then remembered by the speakers because of *their genuine function and purpose* (Wright *et al.*, 1991). By integrating primary curriculum areas into the teaching of a second language, situations are created where both information and opinion gaps exist. The provision of language tools then empowers the student to close these gaps. *Within this context language becomes interesting, functional, its effectiveness is open to scrutiny by students themselves.*

Integrating general curriculum areas into L_2 teaching and learning

Mathematics

One of the easiest core curriculum areas to be incorporated into the teaching of languages other than English is working with numbers and mathematical concepts ranging from simple to more complex activities. In *Mathematics* linguistic means are easily defined and do not require any structural complexity when used in an interactive process involving speaking and listening in the target language.

Apart from the wide range of activity-based vocabulary the following features of the German language are of particular relevance to this curriculum area:

- the plural of nouns
- the comparative and superlative forms of adjectives
- expressions of quantity
- verbs in the present tense
- verbs in the imperative

Examples of mathematics in L_2 teaching:

Under the heading *'We work with shapes and sizes'*, for instance, L_2 teachers could incorporate the following activities into their German lessons at lower secondary level:

- Students draw linear patterns using shapes and then dictate their patterns in German to their partner or to a student at the blackboard (e.g. Male 3 Dreiecke, 4 Quadrate, 2 Kreuze! Jetzt wiederhole das Muster!)
- Bingo with shapes where students draw shapes onto Bingo cards and cross them off as the teacher/another student calls out the shapes at random using the TL
- Quartett with shapes and colours. Students practise asking for the wanted card in German (e.g. Hast du ein gelbes Viereck? Hast du drei gelbe Vierecke? Hast du zwei blaue Dreiecke?) Either the shape or the colour can be the common denominator.
- Students in pairs go around the classroom and note items as well as the shapes which these items have. Then students read out their lists to the rest of the class in the TL. In a competition, the pair with the longest list of shaped items or the least difficulty in reading out the list wins.

  Variation: each group chooses *one* particular shape and lists all the items in the classroom *with that shape.*
- Students prepare/ use cardboard/wooden shapes and make figures. They then report back in the TL how they made them, using patterns such as:

  > Der Kopf ist ein Kreis. Die Arme sind zwei Dreiecke. Der Körper ist ein Quadrat. Die Beine sind zwei Rechtecke. Die Füße sind zwei Dreiecke.
- Students describe their room at home, their house or apartment. In doing so they use as many adjectives and nouns referring to shapes as possible. They note their items in the TL and report to their partner, the teacher, the whole class using structures such as:

  > Unser Wohnzimmer ist rechteckig. Der Küchentisch ist rund. Ein Fenster ist oval. Die Uhr ist achteckig. Das Dach ist dreieckig. Der Garten ist quadratisch. Die Badewanne ist oval.

As the students become more proficient in the TL the following examples of *Solving Mathematical Problems* could provide activities for the multi-level or multi-age classroom. The tasks are presented in the target language, the first challenge for the students is therefore *reading comprehension* followed by the task of *finding the mathematically correct answer* to the stated problem. The solution to the task is given by the students in the TL.

Each task consists of four stages:

- understanding the mathematical problem as formulated in the L_2
- making use of helpful hints provided on the worksheet
- writing down the problem as a numerical formula
- formulating the solution to the problem in the TL

It is up to the teacher to decide how much help for each of these stages is given on individual worksheets. Highly proficient students may only need to be given the problem and can proceed to the formulation of the solution in the TL without any further assistance. Other students may need the inclusion of some helpful hints. Some students may require a worksheet which states everything, including the possibility of checking the solution as formulated in the target language. Here is an example of a mathematical worksheet as well as a 'Help Sheet'.

Mathematikaufgaben für Deutschschüler:
Wer weiß die Antwort?

1. • Zwei Deutschklassen spielen Völkerball. 28 Kinder spielen. Zuerst werden 5 Kinder abgeworfen, dann 3, zuletzt 4. *Wie viele Kinder spielen noch am Ende der Pause?*

2. • Einige Kinder spielen mit Murmeln: Jörn hat 49 Murmeln. Zuerst verliert er 7, dann 2, zuletzt gewinnt er 4. *Wie viele Murmeln nimmt Jörn mit nach Hause?*

3. • Uli bringt jeden Tag 8 Behälter mit Orangensaft in die Klasse. Wie viele Behälter sind das in einer Woche? Jeder Behälter enthält ¼ Liter Orangensaft. *Wieviel Orangensaft trinkt die Klasse in einer Woche?*

4. • Klasse 4a, Klasse 4b, Klasse 4c und Klasse 4d machen einen Wettkampf
Der Sieger muß 55 Punkte bekommen.
Klasse 4a hat 27 Punkte erreicht.
Klasse 4b hat erst 23 Punkte erreicht.
Klasse 4c hat schon 37 Punkte erreicht.
Und Klasse 4d hat 30 Punkte erreicht.
Wie viele Punkte fehlen jeder Klasse zum Sieg?

5. • Peters Onkel besitzt einen Bauernhof mit 3 Milchkühen. Sie heißen 'Grete', 'Anna' und 'Berta'.
Grete gibt in einer Woche 140 l Milch
Anna gibt in einer Woche 115 l Milch
Berta gibt in einer Woche 95 l Milch
Der Bauer behält von jeder Kuh 12 l Milch pro Woche für den eigenen Verbrauch zurück. *Wieviel l Milch liefert er jede Woche von jeder Kuh ab?*

6. • Ein Sonderzug fährt von Hamburg nach München. Bei der Abfahrt des Zuges sitzen
im 1. Wagen 36 Personen; es steigen 12, 9, 15, 8 Personen dazu;
im 2. Wagen 46 Personen; es steigen 15, 8, 12, 5 Personen dazu;
im 3. Wagen 36 Personen; es steigen 10, 11, 16, 18 Personen dazu;
im 4. Wagen 19 Personen; es steigen 16, 7, 26, 8 Personen dazu;
im 5. Wagen 23 Personen; es steigen 17, 20, 11, 9 Personen dazu;
im 6. Wagen 48 Personen; es steigen 7, 3, 14, 8 Personen dazu.
Rechnet aus, wie viele Personen bei der Ankunft in München im Zug sitzen!

Wichtige Hinweise findet ihr auf der nächsten Seite

Ein paar wichtige Hinweise

Vokabeln:

1.	abwerfen, warf ab, abgeworfen	– to be hit by a ball, being 'out'
2.	Murmeln	– marbles
3.	der Behälter (-)	– the container
	der Orangensaft	– the orange juice
4.	der Wettkampf (-¨)	– the competition
	der Punkt(e)	– the point
5.	behalten	– to keep
	für den eigenen Verbrauch	– for his/her own consumption
6.	der Sonderzug (¨)	– the special train
	die Abfahrt(en)	– the departure
	der Wagen (-)	– the carriage
	die Ankunft(-¨e)	– the arrival

Welche mathematische Formulierung paßt zu welcher Aufgabe?

$49 - 7 - 2 + 4 = ?$

$55 - 27 = ?$

$5 \times 8 = ?$

$55 - 30 = ?$

$140\,l - 12\,l = ?\,l$

$115\,l - 12\,l = ?\,l$

$46 + 15 + 8 + 12 + 5 = ?$

$19 + 16 + 7 + 26 + 8 = ?$

$48 + 7 + 3 + 14 + 8 = ?$

$28 - 5 - 3 - 4 = ?$

$55 - 23 = ?$

$55 - 37 = ?$

$40 \times \frac{1}{4}\,l = ?$

$95\,l - 12\,l = ?\,l$

$36 + 12 + 9 + 15 + 8 = ?$

$36 + 10 + 11 + 16 + 18 = ?$

$23 + 17 + 20 + 11 + 9 = ?$

$80 + 86 + 91 + 76 + 80 + 80 = ?$

So sagt man das Ergebnis auf deutsch

1. Im ganzen werden 12 Kinder abgeworfen, das heißt 16 Kinder spielen noch.
2. Jörn nimmt 44 Murmeln mit nach Hause. Er hat 5 Murmeln verloren.
3. In einer Woche bringt Uli 40 Behälter mit Orangensaft in die Klasse. Die Klasse trinkt 10 Liter Orangensaft in einer Woche.
4. Klasse 4a braucht noch 28 Punkte.

   Klasse 4b braucht noch 32 Punkte.

   Klasse 4c braucht noch 18 Punkte.

   Klasse 4d braucht noch 25 Punkte.
5. Der Bauer liefert jede Woche 128 l Milch von der Kuh, Grete, 103 l Milch von der der Kuh Anna und 83 l Milch von der Kuh Berta ab.
6. Im 1. Wagen sitzen 80 Personen. Im 2. Wagen sitzen 86 Personen. Im dritten Wagen sitzen 91 Personen. Im vierten Wagen sitzen 76 Personen. Im fünften Wagen sitzen 80 Personen. Im sechsten Wagen sitzen 80 Personen. Im ganzen sitzen 493 Personen bei der Ankunft des Zuges in München im Zug.

Science

For the purposes of teaching a second language, *science* is an interesting and stimulating area. Learning within this curriculum area involves an interactive approach, provides factual information which can be processed in the TL and involves the students in the following learning processes:

- becoming aware of things around them
- observing phenomena
- formulating and recording observations in the TL
- making inferences
- drawing conclusions
- reporting observations and conclusions in the TL
- receiving and understanding facts and related information in the TL

Science at primary school lends itself to setting clearly defined and linguistically manageable problem solving tasks. Students use and reinforce the following aspects of the TL:

- nouns appropriate to themes and topics discussed
- descriptions of characteristics of animals and plants
- comparisons, statements of similarities and differences
- verbs expressing activities, changes, developments
- expressions to formulate hypotheses and assumptions

Examples of Science in L_2 teaching

Under the general curriculum topic area *'Unsere Pflanzenwelt'* teachers might like to explore the following activities:

- Students are asked to draw fruits of assorted plants. They then draw how these fruits are processed and where they are used, e.g. in fruit and vegetable dishes, cakes, as bunches of flowers, floral emblems, etc. All items are labelled in the TL. Students are then encouraged to talk about their drawing/illustrations. 'Hier ist ein Apfelbaum. Hier sind

grüne/rote/gelbe Äpfel. Hier ist der Obstbauer. Er pflückt die Äpfel und legt sie in Körbe. Dann verkauft er sie. Die Obstfabrik kocht die Äpfel und macht Apfelmus. Das Apfelmus kommt in Dosen. Wir kaufen das Apfelmus im Supermarkt.'

- The teacher puts a 'plant' word on the board/overhead transparency and asks the students to write down as many German words as they can, made up of the letters in the given word. The exercise could be given a time limit in which to complete it.
  e.g. Apfelblütenstaub
  Sonnenblumenkerne
  Heideblütenhonig
- Students research who, apart from human beings, uses fruits of plants. They make a poster, labelling all items in the TL, and show, e.g. the progression from seed to seed. More advanced students could write a few simple sentences in the target language to accompany the poster.
  e.g. Hier ist ein Sonnenblumenkern. Er wächst jeden Tag. Jetzt ist er eine Sonnenblume. Hier ist die Sonnenblume. Sie blüht. Sonnenblumen haben Kerne. Vögel essen gerne Sonnenblumenkerne. Sie streuen die Kerne auf den Boden. Neue Sonnenblumen entstehen aus den Kernen. Wir essen auch Sonnenblumenkerne und wir machen Sonnenblumenöl.

A further set of examples is drawn from the general science area *'Die See/Das Meer'*. The listed activities show a wide range of linguistic involvement combined with some cultural aspects and comparisons between different countries and beaches.

- Students in pairs/groups make a *'Meer Mobile'* using cardboard fish, shells, jellyfish, seaweed, etc. which they have coloured-in appropriately. Each pair/group describes their mobile in the TL. Alternatively students can make a 'Seebild' and label each item in the picture in the target language.
- Students bring shells and stones from their beach holiday into class and say in the TL what these items are, where they found them and why they like them using descriptive, visual and tactile adjectives.
- Students discuss what they do/don't do at the beach
  e.g. Was tue ich/tut man am Strand?
  Was tue ich/tut man nicht am Strand?
- Students make a chart displaying the various flags used by lifesavers and write the appropriate explanation in the TL next to each of the flags.
  e.g. Rote Fahne = Gefahr! Nicht ins Wasser gehen!
- Students discuss/research the differences between a beach in their own country and that of the target country. Information can be collected by studying pictures of beaches. Individual groups focus on one or several of the following features:
  - die Brandung
  - das Wattenmeer
  - die Muscheln
  - die Fische
  - die Strandkörbe
  - die Gefahren
  - die Wassertemperaturen
  - die Strandpromenade
  - die Lebensretter

  Each group reports back in the TL using pictures, photos and simple statements such as '. . . gibt es in . . . nicht', '. . . gibt es am Strand in Deutschland' etc.
- Students in pairs prepare questions in the TL for a quiz about the sea.
  e.g. Wie schmeckt Seewasser?
  Was braucht man zum Wellenreiten?
  Was findest du am Strand?
  Was bedeutet eine rote Lebensretterfahne?

The activities above require L_2 students to use the following language materials in a factual, task oriented manner:

- recall vocabulary which relates to their primary science curriculum
- use comparisons
- use descriptive language
- convey facts
- formulate questions
- give information in very concise L_2 expressions

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By relating the L_2 activities to their science curriculum students and teachers remove the isolation of L_2 learning and make the L_2 learning process more interesting and challenging. (see further examples in Tisdell, M. *German Language Activities across the Curriculum*, Thomas Nelson Australia in press.)

Conclusion

In my opinion we can expect any or all of the following benefits:

- an increased range of vocabulary
- the appreciation of the functional nature of the target language
- genuine communication among students in the class, i.e. the bridging of information and opinion gaps
- increased student interest in the L_2 lesson content
- an appreciation of the usefulness of and need for more diverse language structures
- an increased motivation to use and develop knowledge and skills in the target language
- higher proficiency and motivation levels and ultimately higher retention rates among our L_2 learners.

Currently in Australia, a number of secondary foreign language teachers are entering primary classrooms in order to convey their specialised L_2 knowledge to, for them, often quite young students. In doing so, they observe the holistic, integrated approach so characteristic of primary teaching. Many of them are now taking this primary teaching style back into their secondary classes and are exploring the usefulness of general curriculum topics as well as the implications of the holistic approach for secondary L_2 teaching. Many of these teachers find the concept challenging to their students and invigorating to their own teaching.

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Deutsch Plus: the BBC's new multi-media course for adult beginners

Joan Keevill BBC Education

Introduction

BBC Deutsch Plus is a major new course from the BBC for beginners in German, designed to meet the varied needs of adult beginners of all ages and educational backgrounds – whether learning in the classroom or independently at home. It will also suit young adults working towards GCSE or vocational accreditation in schools and colleges. **Deutsch Plus** is planned for complete beginners who want to learn German for general purposes. There is, however, slightly more emphasis on the world of work and the language of the workplace than in many courses, designed to reflect some of the main reasons for wanting to learn German.

Television series: innovative drama

The television component of Deutsch Plus breaks new ground in that it is a twenty-part drama based on the characters who work in a television station called *Deutschland Plus* in Cologne. The fully-scripted dramatic storyline is set in the true-to-life context of the television station offices and takes learners through all the key themes required by beginners in German. In addition to seeing how Nico, the main character, copes at work and with the foreign language, the setting also allows the inclusion of extracts from *Deutschland Plus'* own programmes, including documentary items bought in from German television (which will be subtitled in English), vox-pops, adverts, and extracts from regular shows such as *Fitness Freddie*. The storyline thus reflects not just the fictitious events inside *Deutschland Plus* but also some of the social realities of present-day Germany.

The key characters in the television series are:

Nico: an asylum-seeker from Romania, working as a helper and general dogsbody in the Deutschland Plus TV station. He is also the learners' model. Nico is young, enthusiastic and turns out to be very competent with computers, although he struggles initially in the foreign language.

Dieter, Frau Weiss, Elke, Anna and others: the production staff at Deutschland Plus, some friendly, some less so, but all involved in the office intrigues.

Herr Schiller: the doorman/receptionist. Herr Schiller sees everyone come and go, knows exactly what's going on and what everyone is up to.

Tattooed man: a shady individual who hangs around in a nearby kiosk and takes a great interest in Nico.

Hülya: the station's main presenter, who happens to be of Turkish origin.

The 4 key themes running through the story are:

- Nico's success at work and his rise from dogsbody to trainee television graphic artist;
- Nico's friendship with Anna, a production secretary, who introduces him to her family, and the amorous adventures of everybody else at Deutschland Plus;
- A crime plot involving the tattooed man from the kiosk, drugs being smuggled to Cologne from Amsterdam, Nico's innocent involvement and his being thrown out of his flat by a suspicious landlord.
- Nico's progress in German; with the aid of helpful colleagues and television computer graphics, Nico takes his first steps in the new language.

The programmes will be first broadcast on BBC1 on Sunday mornings, with an *en bloc* repeat of the first ten programmes on The Learning Zone on BBC2 at the end of the autumn term. All twenty programmes will be repeated *en bloc* on The Learning Zone from late March, i.e. at the end of the Sunday morning run. Only the documentaries will carry English subtitles, although there will be 'closed subtitles' available for the whole programme on Ceefax. However, only a very small proportion of video recorders will be able to capture these.

Introducing Deutsch Plus

The Learning Zone has commissioned a special half-hour introductory programme about Deutsch Plus for learners and tutors which will be first broadcast in mid-September and repeated again later in the term. Its purpose is to introduce the drama, explain its role to the learner and illustrate links with the other course components.

Deutsch Plus TV study guide

In response to the demand for materials to develop listening skills through the television series, BBC Educational Developments are to publish a TV Study Guide with transcripts to accompany Deutsch Plus. This will be available on mail order only to coincide with The Learning Zone repeats in late autumn.

Radio programmes

The radio programmes will be broadcast on Radio 4 Long Wave and will contain news, features and interviews from the German-speaking world. They will provide further opportunities for language learners to hear everyday spoken German, offering additional listening material and explanations. The eleven programmes, beginning October 1996, will broadly tie in with the course book themes and language functions.

The course components

BBC Deutsch Plus is a fully-integrated beginners course, which, with the Coursebook, Student Audio and Activity Book, together with the broadcasts, offers all the material needed for a learner working on their own or in a class. The Coursebook features three main sections:

1. Willkommen and Hallo units 1–4: offering a simple introduction to the basics of the language and introducing the storyline of the television drama in pictures.

2. Erste Kontakte: units 1–16 continue the dramatic storyline and present a number of key language functions in a wide range of topic areas.

3. Treffpunkte: units 1–16+ revisit the topics covered in Erste Kontakte and expand and develop the topics and functions; based on a wider range of authentic source materials or realia, with further development of the four skills, these units take the learner from simple comprehension to guided usage and on to more open-ended language activities. The Coursebook also contains language notes, the text of conversations featured on the cassettes or CDs, exercises to develop understanding, practise speaking, listening, reading and writing. There are learning tips, cultural background information on German-speaking countries, a full reference grammar section, glossary and answers to exercises.

Throughout the course, the learner is offered *Sprachtips*, a contextualised introduction to the grammar with cross references to the grammar section at the back of the book, vocabulary building suggestions and background cultural information on Germany and German-speaking countries.

Treffpunkte Units 1–16 Plus

These follow the Erste Kontakte themes with more extension of language.

Student audio cassettes or CDs

The four cassettes or CDs contain language explanations, carefully graded opportunities for listening, understanding and speaking. Real-life conversations in German together with selected extracts from the television drama illustrate the spoken language in everyday use. The audio has been recorded in Jena, Lübeck and Mainz. The studio presenters add English introductions and explanations to

Contents

Willkommen
Saying hello and good-bye
Basic pronunciation – names, towns, countries
Numbers 1–20

Hallo Unit 1
Saying your name
Saying where you're from
Saying where you live and work and asking the same of others
Asking questions: Wer? Wo? Woher? Wie? Was?

Unit 2
Giving personal details
Spelling names
Asking how people are
Accepting and offering a cup of coffee
Definite and indefinite articles

Unit 3
Asking where something is
Finding your way to a particular place in town and understanding the answer
Singular, plurals and the accusative

Unit 4
Shopping for food
Asking how much something costs and understanding the answer
Numbers 21–100
Er, sie, es and verbs in 3rd person – du, Sie

Erste Kontakte
Unit 1
Asking what time it is and telling the time
Ordering food and drink
Adverbs of time: heute, heute abend

Unit 2
Answering the phone
Making a call and getting through to the right person
Introduction to some forms of modal verbs: können, wollen, müssen

Unit 3
Arranging a meeting
Talking about what you can or must do
Modal verbs and word order

Unit 4
Asking people to help you
Understanding directions
Buying a railway ticket on public transport
Am Montag/Dienstag
Introduction of separable verbs
Revision of directions: zum/zur

Unit 5
Talking simply about past events
Revising times and dates
Improving telephone skills
Imperfect of sein and haben
Revision of sein/haben in the present tense

Unit 6
Saying what you like and don't like
Finding your way around a department store
Describing what you want/making comparisons:
Gern/lieber; das gefällt mir/die gefallen mir nicht/besser
Demonstrative and attributive adjectives
Comparatives
Possessive adjectives: für meine Mutter

Contents

Unit 7
Talking about money at the bank
Understanding job ads
Asking for things: geben + dative
Reflexives

Unit 8
Asking and talking about family
Talking about dates
Reporting something that's happened
Perfect tense of regular verbs with haben

Unit 9
Understanding ads for accommodation and asking about flats
Talking about family relationships
Explaining why: weil
Perfect tense with sein
Revision: dates, telephone language

Unit 10
Finding somewhere to live
Describing a house or flat
Saying where you live: ich wohne in einer/einem
Asking others about accommodation
Talking about your daily routine

Unit 11
Talking about the past – perfect and imperfect tenses
Revision: asking questions: Wann? Warum? Wer? Wie? Was? Wo? Woher? Wohin?
Talking about office furniture
More telephone skills

Unit 12
Making a dentist's appointment
Describing your symptoms for a doctor or a dentist
Modal verbs – mögen, dürfen, sollen, müssen, können, wollen

Unit 13
Talking about the sports you play and watch
Making comparisons
Saying what you like doing best
Saying how often you do things
Comparison of adjectives: comparative and superlative
Adverbs of frequency

Unit 14
Filling in an application form
Preparing for a job interview
Talking about your schooling and education
Making plans for the future
Future tense
Word order in subordinate clauses

Unit 15
Travelling by car
Meeting new people
Saying what you used to do
Revision of past tenses

Unit 16
Going to a job interview
Celebrating the new job
Introducing a new colleague
Inviting people to a birthday party
Prepositions with dative and accusative
Revision of tenses

the core listening materials in German. This facilitates understanding and navigation around the audio material for the complete beginner who does not have access to a tutor.

Tutor's Guide and Tutor's Audio Cassettes

For tutors, the Tutor's Guide offers clear practical help in teaching Deutsch Plus. It is full of ideas, teaching steps and extra materials for using in class such as photocopiable worksheets and cue cards. There is also a special set of Tutor's Audio Cassettes which contain all the core student audio minus the English explanations and presentations for ease of use in the classroom. For Deutsch Plus it is hoped to include a mapping of the course book activities against NVQ level one competences; this will be incorporated into the tutor's guide.

Activity Book

The Activity Book is a useful and enjoyable extension of the Coursebook. The activities are based on a combination of authentic materials from a range of sources which help learners consolidate the most important language points of the Coursebook, improve their grammar and extend their reading and writing abilities.

Contributors

The course designer who has worked across all the main course components, including the television series, is Lore Arthur, formerly of Goldsmith's College and now at the Open University Centre for Modern Languages. The course book authors are Reinhard Tenberg, Head of German at Anglia University in Cambridge, and Susan Ainslie, Head of Languages at Edge Hill University College, Ormskirk, Lancashire. The activity book is being written by Ruth Rach, a writer and broadcaster and the Tutor's Guide is by Jeanne Wood and Judith Matthews.

For more information on programme times, prices, etc. contact BBC Education Information, London W12 7TS or telephone them on 0181 746 1111.

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The London Language Show is the UK's foremost event for the promotion of languages, language services and tools for language learning. Products on display range from flashcards to multimedia language laboratories, on-line translation services to dictionaries.

The accompanying series of seminars and topics, organised by the Association for Language Learning, covers topics related to all aspects of language learning in education and business.

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Sprachpolitische Ziele

- „Deutsch" kann Spaß machen
- Förderung von „creative writing"
- Anwendung von „information technology" im Sprachunterricht entsprechend dem National Curriculum
- Anregung zu neuen Unterrichtsaktivitäten
- neue Veranstaltungsform der PV
- Gewinnung neuer Kunden
- Imagewerbung: GI ist originell

Lange hatten wir nichts mehr zu kreativem Schreiben gemacht. Und nun die Idee, ein Projekt zu machen, das über electronic mail laufen sollte? Das Denkschema war ja eigentlich: seelenlose Technik versus Kreativität. Andererseits wußten wir vom "motivationsverstärkenden Effekt" beim Einsatz von Computern im Sprachunterricht. Also: versuchen.

Versuchsaufbau

Auf die DaF-Datenbank „Deutsche Ecke" innerhalb des Netzes „Campus 2000", an das ca. 5000 Schulen und Universitäten in Großbritannien angeschlossen sind, wird der Beginn einer Geschichte geschrieben, das erste von 11 Kapiteln. Die erste Schule hat das Recht bzw. die (alleinige) technische Möglichkeit, die Geschichte weiterzuschreiben, ihr ein nächstes Kapitel anzufügen. Folgt die 2. Schule, danach die 3. und so fort. Nach 11 Kapiteln insgesamt ist die Geschichte fertig. Titel der Geschichte und des gesamten Projekts:

„DIE FAST UNENDLICHE GESCHICHTE "

Der Reihe nach

Auf die Bekanntmachung der Aktion innerhalb unseres normalen mailings und die Einladung zum Mitmachen hin meldeten sich 20 Lehrer mit ihren Klassen. So bildeten wir 2 Ketten à 10 Wochen, jede Klasse erhielt den ihr passenden „slot" von einer Woche. Jeweils am Montag „ihrer" Woche würden die Schüler (A-level-Schüler, Oberstufe Gymnasium) das in der Vorwoche geschriebene Kapitel auf ihrem Computer in der „Deutschen Ecke" im CampusNetz vorfinden, sie würden es downloaden und eine Woche lang das Fortsetzungkapitel phantasieren, diskutieren und formulieren können. Und sie müßten es bis Freitag Mittag auf die „Deutsche Ecke" aufgespielt haben: Die „fast unendliche Geschichte" wäre um ein weiteres Kapitel ihrem Ende entgegengewachsen. Am darauffolgenden Montag: neue Klasse, neues Kapitel. . . .

So wie es geplant war, lief es dann auch. Zu den zwei „englischen" Ketten gesellte sich noch eine „deutsche": Schüler der Deutschen Schule London schrieben mit (Klassen 7 bis 12), sozusagen außer Konkurrenz, und natürlich nicht über e-mail. Bevor alles anfangen sollte, mußten die Lehrer und ihre Klassen mit den nicht ganz leichten technischen Details vertraut gemacht werden. Dies geschah anhand eines Merkblatts, das wir für diese Aktion erstellt hatten, sowie auf einem Fortbildungstag, den wir zum Thema "e-mail im Klassenzimmer" und zur Erläuterung einer weiteren e-mail- Initiative (Projektwoche mit 10 englischen und 10 deutschen Klassen zum Thema „So who is the foreigner – Wer ist hier fremd") ohnehin geplant hatten. Daß dann in den Wochen von Mitte März bis Anfang Juni ab und zu technisch nachgebessert und telefonisch Händchen gehalten und geführt werden mußte, daß auch mal ein Kapitel per Fax eintraf und das Aufspielen wir über-nehmen mußten – drittrangige Probleme im Vergleich zu dem was lief, bis zum 11. Kapitel, dem Ende der „fast unendlichen Geschichte". Auch waren wir, das Goethe-Institut London, nicht allein: das erste Kapitel, aus dem sich 3 Geschichten entwickelten, hatte uns Sten Nadolny geschrieben.

Die Idee war: Sten Nadolny war von der Deutschen Schule London im Rahmen einer renommierten Reihe zu einer Lesung eingeladen worden, warum sollte er, der sich in der „Entdeckung der Langsamkeit" als hervorragender Kenner Englands gezeigt hatte, nicht Freude daran haben, den Startschuß in Gestalt des l. Kapitels zu geben. Er hatte! Pieper Verlag und schließlich er selbst reagierten spontan und hilfreich und – anders als John Franklin – schnell: nach einer Woche lag das gefaxte 1. Kapitel in London. Ein Gewebe aus englischer Klassenzimmerrealität, scheinbar schrulligem Lehrer, übersinnlich – Außerirdischem – genügend Ansatzpunkte fürs Weiterspinnen . . .

Und dann wurde 10 Wochen lang weitergesponnen, und die Handlung nahm phantastisch und banal, originell und Fernsehvorbildern folgend ihren Lauf. In Kapitel 3 wird Elvis Presley das Gehirn verpflanzt. Zwischendrin der Besuch von Sten Nadolny in London zur Lesung am Abend und zum morgendlichen Treff mit einer Reihe englischer und deutscher Schüler, die sein erstes Kapitel fortgeschrieben hatten, mit Diskussion, väterlicher Kritik und Lob. Die drei „fast unendlichen Geschichten" fanden jeweils ihr Ende, sie liegen mit Vorwort und Foto von Sten Nadolny vor und können Interessenten zugeschickt werden.

Fazit

Von den Lehrern wurde vielfach bestätigt, was wir intendiert hatten: es machte Spaß, war mal „was anderes", führte zum phantasievollen Umgang mit den Dingen, Personen und Sprache, ermöglichte unterschiedlichste Unterrichtsformen. Mit Hilfe von electronic mail und electronic network.

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Adult Education – breaking the ice

Sue Purcell
Surrey Adult Education Service

Introduction

The first lesson of an adult education German course is unlike the first lesson of the new school year. Most people will not know their fellow students and will all be apprehensive to some extent. Will I fit in? Will everyone else know each other? Will the rest of the class be much cleverer than I am? Will I be laughed at for making mistakes? All are common worries in students' minds.

By building in one or more ice-breaking activities at the start of the course, you, as tutor, will be able to dispel much of the apprehension as class members get to know one another in a relaxed, informal way. The whole purpose of ice-breakers is to get people talking to one another and to find out what they have in common. During an ice-breaker everyone is in the same boat, no one person is being 'picked on' by the tutor and learners do not have to suffer the embarrassment of trying to put together a correct German sentence in front of a class of strangers. Ice-breakers generate a relaxed classroom atmosphere and make people feel comfortable within the group so that they leave the classroom at the end of the first lesson feeling pleased that they enrolled for your German course and looking forward to the next lesson.

Most tutors know from experience how difficult it is to suddenly ask students to sit elsewhere, change their usual pair-work partner and participate in group work half way through the course. Learners get very attached to their usual seat and regular partner and can feel very threatened by the thought of change. By introducing activities where students have to get up out of their seats and move around the classroom in the very first lesson, you can start the way you mean to go on and such activities will become a normal, regular, non-threatening part of the lesson, as far as learners are concerned.

The purpose of ice-breakers is not merely frivolous, however. Although they are fun, sociable and enjoyable they should have a serious objective and should provide opportunities to practise or revise the German the students already know. In the ice-breakers I describe below, students are not just mechanically repeating sentences lots of times but are using the language meaningfully – they need to ask a question to get the information to complete a task, i.e. a true information gap exists. Learners may find themselves repeating the same sentence twelve, fifteen times or more if the task involves questioning all their classmates, yet there is no sense of boredom as the repetition is relevant to the task.

Ice-breakers are not only for the learners' benefit. Although you, as tutor, take a background role during pair and group activities, you can unobtrusively monitor students' performance, get an idea of how much German they know already and pinpoint the stronger and weaker students, as well as the extroverts and the shy. You will also be able to pick up useful personal information concerning your students, which is always helpful when devising role-plays and seeking out reading material; students are more likely to remember what they are being taught if the subject matter is relevant to their own interests.

The beginners' course

Ice-breakers can be devised to practise any language, no matter how basic. Having students spend part of the first lesson moving around to give and find out information motivates them as they realise they can actually achieve a task using only German.

Get into alphabetical order

Most tutors start off the first lesson by teaching 'Wie heißen Sie, bitte?' and 'ich heiße . . . '. With just these two phrases an enjoyable ice-breaker can be performed which will provide lots of opportunity for repetition and enable the class to mingle. Just ask the class to rearrange itself, standing or sitting, in alphabetical order, using only German. Obviously they will have to ask 'wie heißen Sie?' and reply 'ich heiße . . .' several times – although anybody called Zoe or Aaron will not have to ask quite so much! Show them where the 'A's begin and be sure to make clear whether you mean first names or surnames – if first names have already been heard several times during the presentation of the new phrases it might be a good idea for students to reply using both names but use the first letter of their surname to decide where they should be sitting.

I have seen an interesting variation of this ice-breaker used in management training and other courses, completely unrelated to learning a language. Called 'Piranha' it requires everyone to *stand* on one of a group of chairs set up in a semi-circle or horseshoe shape and to get into alphabetical order by passing from chair to chair squeezing past others. Getting down from a chair is forbidden as you will be 'eaten' by the piranhas lurking on the floor. This activity certainly breaks the ice between total strangers but be warned – 'Piranha' is not for the inhibited!

Throwing a ball or soft toy[1]

Often only the most confident groups appreciate this ice-breaker but it can be very enjoyable and successful when the language to be used is limited to something simple. Everyone stands round in a circle and one person (possibly you) starts off by saying 'ich heiße Sue'; you then throw the ball to someone else and they have to say 'ich heiße Mike' or whatever, as they catch the ball. This continues until everyone has had at least one turn. You can bring in other phrases if you think they will go down well. It is best to use a soft, spongy ball, a soft toy or even a cushion for this game otherwise a lot of time is spent chasing after balls bouncing all over the classroom!

Census[1]

In this activity you need to have prepared in advance information concerning an equivalent number of people as are in the class. You can either make up identities or, if you have details of the students who have enrolled for the course, you can use that information. The idea is that on the census there are some deliberate mistakes and students have to correct those mistakes by questioning everyone on their personal details. For instance, this might be the information I have been given in advance about five of my students:

Fred Smith, Reigate, tel. 01737–278904
Bill Jones, Redhill, tel. 01737–776251
Margaret Brooks, Betchworth, tel. 01737–844236
Leyla Abbas, Horley, tel. 01293–655409
Susan Young, Dorking, tel. 01306–518440

To exploit this information students need to able to say in German what their name is, where they live and they need to know numbers 0–9. Before the first lesson I prepare a list, the so-called 'Census', containing some errors – it doesn't really matter how many errors overall there are.

Name	*Stadt*	*Telefon*
Fred Smith	Reigate	01737–378905
Bill Jones	Redhill	01293–776251
Margaret Brooks	Reigate	01737–844236
Leyla Abbas	Horley	01737–655409
Susan Youngman	Dorking	01306–518440

Obviously I will make sure that we have thoroughly practised in class the language that students need for this activity. In fact, although such an activity generates a great deal of student interaction and conversation – it can last up to 15 minutes or more, depending on the size of the class – there is not too much language required to perform it and what there is, is all the usual sort of thing that is covered during the first lesson of a beginners' course – Wie heißen Sie? or Wie ist Ihr Name, bitte?, Wo wohnen Sie? Ich wohne in Reigate, Wie ist Ihre Telefonnummer? Meine Nummer ist null – eins – sieben – drei – sieben – zwei (or zwo if you decide to mention this at this stage) – sieben – acht – neun – null – vier.

During 'Census' learners have to ask everyone else in the class Wie heißen Sie?, Wo wohnen Sie? Wie ist Ihre Telefonnummer?, check the information given to them in the reply and make any corrections necessary on their sheet. When the activity is finished and if it has gone so well that you think your students have mastered the ich and Sie forms, you might like to introduce the er and sie forms by pointing to various members of the class and asking 'wie heißt er?' etc. There should be no excuse for the group not to know each others' names by the end of this activity!

If you are not able to find out much about your students in advance, you get a lot of people enrolling on the first evening, or you wish to practise selective vocabulary, say various job titles or nationalities, then prepare individual role cards using German names and towns, e.g.

Gerhard Schmidt Programmierer	Zürich	Schweizer
Angelika Werner Sekretärin	Köln	Deutsche
Hans Binder Ingenieur	Salzburg	Österreicher

and make a few changes to this information on the Census. Tell the students to answer as if they were the person on the card, and remember also to remind students not to show their card to anyone else. Students who have previously attended other language classes at the adult education institute will probably be familiar with the 'rules' surrounding role-playing games and activities but they may be completely new for others.

Higher level courses

It is still a good idea to start off the new term with some ice-breakers even if the group already knows each other. Few adult education courses continue after May, which means that learners have had a long break from learning German when the course starts again in late September. Ice-breakers which are designed to use known, even easy language are a gentle introduction to the new year and offer a good opportunity to set the brain cells in motion again and revise language learnt in previous years before going on to new vocabulary and structures.

The ice-breaking activities suggested above for beginners are also suitable for higher levels, of course. If students do not know each other they will find them useful for getting to know their classmates' names. Any information can be included in 'Census', and you can ask the class to rearrange themselves in any order, not necessarily alphabetical. For instance, you might ask the class to sit in order, starting with the person who lives nearest to the adult education centre, so they will need to ask each other 'Wo wohnen Sie? Ist das weit von hier?' A higher level conversation circle could get into order based on the question 'Seit wann lernen Sie Deutsch?' In the ball-throwing game students can say anything about themselves as they catch the ball; each time the ball is thrown to them they have to say something different.

Introduce your partner

So many courses, regardless of subject matter, kick off with this activity these days and your students might groan when you suggest it. However, it is a very useful way for the class to find out lots of information about each other using German. The activity is conducted in pairs with each partner finding out about their partner and then introducing that person to the rest of the class. It is probably best to discuss with the whole class in advance what information you want them to find out from each other (obviously this will depend on what you expect them to know at this stage), e.g. name, where they live, their job, whether they have children, how long they have been learning German, why they are learning German, their hobbies, etc. It is a good idea to provide each student with a little form to prompt them to ask the right questions and jot down the information, e.g.

Name ....
Wohnort ....
Beruf ....
Verheiratet? Kinder? ....
Freizeit? ....

Be sure you revise the question forms for each of the items on the form before setting the class to work in pairs. I find it useful to get students to start off by questioning me, so that I set the ball rolling by giving personal information about myself. You may not know the relative abilities and proficiencies of your students yet and will probably suggest that students pair up with their neighbour so it is a good idea to make it clear in advance that partners do not have to cover every point on the form, but should do what they can.

Some students may feel nervous about speaking in front of the whole class with their classmates listening keenly. A variation is for feedback of information obtained to be carried out in fours. For instance, to start with, A finds out about B and vice versa. This couple then pairs up with a neighbouring couple, C and D, and A introduces B to C and D, B introduces A, C introduces D and D introduces C. A and C then pair up together and join E and F. A introduces C to E and F, whilst B introduces D to G and H. This activity can continue until you run out of students. The same few structures will be repeated frequently giving lots of opportunity for revision and practice. Inevitably students will forget or confuse things they have been told, but this usually only helps to break down barriers even more as everyone laughs about their memory and mistakes.

Class questionnaire

Prepare in advance a list of questions, e.g.

1. Wer hat drei Kinder?
2. Wer wohnt in Dorking?
3. Wer hat einen Hund?
4. Wer fährt mit dem Zug zur Arbeit?
5. Wer liest die gleiche Zeitung wie Sie?

The questions can be tailored, depending on the level of the course, to cover different tenses and to use more difficult language structures, e.g.

1. Wer ist nie in Deutschland gewesen?
2. Wer wird am Wochenende im Garten arbeiten?

The object is to try and put at least one name next to each question. It doesn't matter, however, if no one has a dog or if students cannot find a name for some questions as it is asking the questions that is important. For this reason, there is no need to know any personal details about the group before you set the questions, although if you do know any interesting snippets of information about your students you can always include it, e.g.

Wer ist in Südafrika geboren?
Wer spielt Kontrabaß?

Be sure to revise the questions that students will need to ask; you will probably need to revise both yes/no questions and those beginning with a question word. I prefer to leave it to the students to decide which type of question they ask. The weaker students may prefer to ask 'Lesen Sie die Times?' whilst the more able might try out 'Welche Zeitung lesen Sie?'

You can, as a variation, devise a questionnaire or survey which has fewer questions which are designed to be put to everyone in the class before one name can be given in reply, e.g.

1. Wer steht morgens am frühesten auf?
2. Wer wohnt am weitesten von diesem Gebäude entfernt?
3. Wer hat den Namen mit den meisten Buchstaben?
4. Wer lernt am längsten Deutsch?

Find someone who . . . [1]

Ask students to find someone
- who lives near them
- who shares the same hobby
- who likes the same sort of music as they do
- who reads the same newspaper as they do

in order to see what they have in common with other members of the group. You can adapt your instructions to cover any language items or level of difficulty. It is best to set the students about three or four tasks similar to those above, as they will all take a varying amount of time to find their 'someone' and those that find a name quickly can move on to the next task. As in all group activities, be sure to revise in advance the questions learners should be asking.

Conclusion

When thinking up ice-breakers for higher level courses, any group activities or language games, selected from one of the many books devoted to such activities can be used as they are all designed to get students talking to one another. The advantage of the ice-breakers I have mentioned above is that learners talk about *themselves* and a class spirit begins to develop as students discover what they have in common with each other. Similarly, there is no need to schedule so-called ice-breakers only during the first lesson of the course. The techniques used in the ice-breakers I have described above, e.g. getting into order, throwing a ball, finding someone who . . . , can all be used to practise any vocabulary or grammatical structure. So, by the end of the first lesson, what has the use of one or two ice-breakers achieved? Learners will have lost their initial anxiety and apprehension about the course and they will feel happy about coming back next week for lesson two, knowing there will be someone they can sit next to in class and have something in common to talk about!

Reference

1. These and other ice-breakers are explained in fuller detail in 'Language Games and Activities' by John Langran and Sue Purcell, CILT 1994.

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Grammar – grinding or grounding?

Alan Cornell University of Plymouth

Introduction

The recent articles by Richard Sheppard and Michael Heafford in *German Teaching*, the evidence from experiments conducted at the Universities of Portsmouth and Surrey, a conference about German grammar 'in crisis', even articles in the national press:[1] there really is a debate going on about grammar, accuracy and fluency, and most language teachers will welcome open discussion of the issues involved.

In the course of the debate it is important to keep an eye on the evidence of what is actually happening and being achieved, as it presents itself daily to us as language teachers, while not disregarding or discounting the general methodological arguments which are put forward. It is perhaps inevitable that the debate should at times take on an adversarial tone, with Grammar and Communicative Competence (for example) as the opposing parties, though in fact discussions with language teachers thankfully more often reveal eclecticism rather than dogmatism. There have, however, been certain rhetorical accretions to the debate. The very term 'grammar grind', for example, is scarcely neutral in tone, and many teachers who are in their forties or older, and who as such are presumably victims of this grammar grind, may have memories of the way in which they were taught modern foreign languages which do not accord with the Latin-oriented model so often claimed to have dominated all practical language work in earlier days.

Similarly, references to 'arcane metalanguage' (Heafford) often overstate the problem. Leaving aside the question why it should be wrong for language teaching to have technical terms in the way that other subject areas (not only academic ones) do, one can in practice get by very well with a really very small amount of metalanguage. Problems arise in my experience more often not because of the existence of a metalanguage, but because some of it is not arcane enough. Who can blame learners for misunderstanding terms like 'subject' and 'object' when they mean so much else in non-specialist contexts?

Opponents of the communicative approach also have recourse to rhetoric. Faced with the argument that learners exposed to this approach have a higher level of aural/oral proficiency, they may represent this merely as an ability to 'chatter away', as if that were in itself a deplorable thing.

Grammatical accuracy

Rather than contribute to the rhetorical side of the debate, I would like here simply to make a few points which are more concerned with the question of grammatical accuracy with regard to certain groups identifiable within the undergraduate population. In particular, there has for some time been an increasing tendency for university language courses to be bolt-on additions to other degree courses quite separate from languages. Within the current models of modularisation, where most undergraduates will be taking six modules at any one time, the language component may encompass only two modules, or even just one module. Students taking, say, five modules of Psychology and one module of German will not have a great deal of time to devote to any remedial grammar programmes offered to them, nor can 'exposure, exposure and more exposure' (Heafford) have much real meaning for them in terms of practicability.

At present my experience of students embarking on such undergraduate programmes with an average grade in A-level German is that their grasp of grammatical concepts (and even of the case system) is at best hazy, so that the very substantial errors they make when writing (or, indirectly, reading) German are difficult to tackle effectively. Orally, they may well show a welcome confidence in talking on personal subjects (though errors abound here, too), but when it comes to more abstract and general subjects this confidence often appears to evaporate, partly because of lexical deficiencies. (In the general area of lexis there is a substantial degree of 'fuzziness', with confusion of formally similar words, but I would hesitate to identify this as purely a recent phenomenon.)

Tackling the lexical deficiencies is surely part of what should be offered to the students. Yet in practice it is difficult to do this on any very significant scale without neglecting the problem of grammatical weakness. And it is important to remember that the grammar errors causing concern here bear no relation to the interesting subtleties Heafford sets out in his footnote 7, nor to forms that are anomalous according to codified grammar but used in certain varieties of German. The latter, I suspect, is a red herring, at least when we are dealing with students who have not yet spent an extended period of residence abroad. The confusion of accusative and dative in the Berlin dialect, for example, is not the cause of such confusion among undergraduate students of German, nor can it be accepted as a reason for ignoring it as a problem. Similarly, what would be the point of discussing the relative acceptability of *an Weihnachten* and *zu Weihnachten* when the errors being made (in speech, too!) include the confusion of the third person possessives, *sein* and *ihr*, and forms like *mit Sie, ich haben gefahrt* or (longer examples) *Die Verbrauchers würde viele interresante in die neue Produkte haben* or *Wieder wir brauchen guter Werbung für Produkte bewüßtsein und wir sind die rechten Kunden und Markt zielen*. Enough of this sort of thing can tax the powers of comprehension (and the patience) of even the most sympathetic native speaker, and Heafford's condemnation of an approach that 'plays off' fluency against accuracy – in itself obviously reasonable – becomes irrelevant since both qualities are absent.

The rôle of written work

That such errors are made in oral work, too, is unsurprising, but it leads on to an important point. On the basis of the problems I have outlined one might reasonably argue that it would be best simply to ignore the written language for students on such 'thin' language pathways: why tackle a problem if you know you do not have the time to solve it? However, quite apart from the issue of whether one would be doing students a disservice by adopting such a policy, it may be that one would also be ignoring a deeper problem. For my own experience is that even when such students spend a period of 10 or even 16 months in Germany as part of their study programme their written work is often still prone to considerable morphological weakness on their return. In speaking, they have usually achieved a genuinely valuable and marketable level of fluency; in writing, their lexis has broadened, and their sentence structures generally display a much better feeling for normal German syntax. Yet the notorious morphological problems of German – correct use of cases, correct endings, correct genders, and so on – frequently remain all too obviously unsolved. It is surely not unreasonable to ask whether a more solid grounding at an earlier stage might not lead to better results in this area.

A 'menu' approach?

On the other hand, one can understand the unhappiness many feel at requests for 'more solid grounding' when this is put in the context of extending the teaching of modern languages in the secondary sector.

If we want there to be more pupils taking languages, why alienate them by stressing the grammatical aspect – especially, perhaps, in the case of a language like German, with its heavy morphological component? Increasingly, I find myself inclining to the view that learners might fare better if they could be guided to the particular teaching and learning model that best suits their aptitude and aspirations, and that the search for a single philosopher's stone of language teaching is fruitless. Yet the practical problems of such a 'menu approach' appear insurmountable. How does one decide for how long and to what probable level a particular pupil is to take a foreign language? Could such decisions ever be more than self-fulfilling prophecies? And even if those pedagogical – and political – problems could be solved, how could a menu approach be resourced, given that it is almost certainly going to be more expensive to deliver than a uniform programme for all? Modern technological developments could perhaps provide some assistance here. . . . Perhaps.

I conclude with some fundamental points which appear important to me from my particular standpoint as a university teacher of German whose students are almost exclusively taking German as a subsidiary part of their degree programme. I suspect that these points may reinforce the impression I have no doubt already given that I am to be found in the Grammar corner of the linguistic boxing ring. Perhaps I am, though I really am more concerned to get the fight stopped and energies channelled into more useful directions. The points I would like to put forward are as follows:

The attitude to error

- Errors are indeed not signs of 'indolence or stupidity' (Heafford), but at the same time one of our ultimate goals should be to minimise their frequency rather than rely on the goodwill of the much-invoked sympathetic native speaker.
- Similarly, learners with a serious long-term objective in the language (A-level or beyond) should not be lulled into a false sense of security about error, only to be marked down for it later when it is difficult to remedy the problem. Playing down the significance of errors in this way is essentially an elitist approach, since it implies that the highest levels can only be achieved by (some) students on major degree programmes or by those with special backgrounds (e.g. with a native speaker parent and/or good private contacts with a German-speaking country).
- Morphology is the essence of the way in which German signals the relationships between sentence constituents. To treat an understanding of German morphology (and, ultimately, a good level of accuracy in its application) as a non-essential objective is a flawed approach which eventually wreaks its own revenge. An insistence on a good understanding of the morphological system does not, of course, mean teachers have to suspend their professional judgement of what is an acceptable amount of error at particular levels and in particular situations.

Attitude to metalanguage

- We should neither eschew metalanguage out of hand nor wilfully indulge in it when it is of no substantial use for our students. As a proposal, I would like to see students able to understand and use the following terms and concepts:
  - the 'word classes' or 'parts of speech' (noun, verb, adjective, etc.)
  - the main sentence constituents (subject, direct object, indirect object; clause)
  - the concept of tense
  - for German, the nomenclature of the case system
  - miscellaneous terms which would include, for example, relative pronoun, reflexive pronoun/verb, subjunctive, imperative, modal verb, auxiliary verb, past participle, active/passive, but not that many more.
- The previous point implies that language teachers may have something to say about the teaching of English, however reluctant they may be to encroach on the territory of other disciplines.

Grammar as an integrated course component

- It is significant that *Deutsch als Fremdsprache* courses published in Germany, in particular those for beginners, do not as a rule pull any grammatical punches: can we really assume that they have got it wrong when they aim to lay secure morphological and syntactic foundations?
- Mnemonics and rules (such as the rule that nearly all nouns ending in *-ung* are feminine) will not eliminate errors at a stroke, but they can play a useful part. Practising language teachers collectively possess an extremely valuable fund of such items.
- The failure to inculcate good habits stores up substantial problems for later. Remedial work for post-A-level university students is plagued with difficulties. Eradicating ingrained mistakes is intrinsically very problematic and the degree of transfer to general written work is often disappointing. Even if remedial work were more effective, it is still difficult to resource, especially on the bolt-on programmes I have referred to above.
- The absorbing topic of language varieties and language variation is more easily approached when one has a good understanding of what constitutes the 'standard' (whatever the historical and social reasons for the emergence of that standard).
- We must beware of advocating methods and approaches whose successful application demands resources we shall not get. This can include delaying attention to grammatical issues until a time when remedial work is very expensive in terms of resources because un-learning has to precede learning.

Finally, let me emphasise that I offer these comments as a lecturer whose job is centred on practical language work, and not as someone reluctantly having to pay attention to a grammatical irritant that is diverting his energies from other things he would really prefer to be doing. But I am very concerned at having to devote an apparently ever-increasing amount of time to checking, strengthening and in some cases constructing foundations, rather than building on them.

Footnotes

1. R. Sheppard: *Getting down to brass syntax*, in *German Teaching*, No. 8 (December 1993), pp. 2–9. M. Heafford, *The quest for fluency and accuracy*, in *German Teaching*, No. 11 (June 1995), pp. 9–13. Conference 'German Grammar Teaching in Crisis?' held at the Goethe-Institut, London, 19 March 1994. Articles *Languages hit the grammar gap*, in *The Sunday Times*, 29 May 1994, and *Ich spreche deutsch, but I can't write it*, in *The Sunday Times*, 15 Jan. 1995.

German Day

2 November 1996

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Grammatical accuracy: a response to Derek McCulloch

Keith Saunders Fearnhill School,
Letchworth

Once again, the arrival of *German Teaching* journal stings me into keyboard-action, especially with a revival of the great German Grammar Debate. The journal published my response to Richard Shepperd's article last year, and the appearance of Derek McCulloch's piece in the December 1995 edition prompts similar feelings. I fear emotion is not far from the surface of my reactions: Do these university lecturers never talk to school teachers? Do they not visit sixth form classrooms to find out what is going on? My current post of Deputy Head at a large 11–18 comprehensive includes responsibility for primary school liaison, and this involves visiting primary schools to see what they are doing, what is happening in their classrooms and experiencing the problems their teachers and pupils face. At the other end of the secondary school spectrum, I have had responsibilities for despatching successful 18 year olds into Higher Education and this job has similarly meant going to a large range of universities to talk to lecturers about what our alumni could expect there. Not once in my career as a language teacher has a university teacher been to visit me! No wonder they seem to have so little knowledge of what happens at secondary schools. It is not good enough, Dr. McCulloch, to try to pretend that your clever pun on the word 'accusative' is not meant as a ticking-off to school-teachers of Britain when you then continue by making reference to 'entrenched sloppiness and distaste for detail and accuracy brought about by five years of pre-university teaching'. Whom (accusative) might that be aimed at, precisely, if not the teachers in secondary schools?

Having vented my spleen, I would like to return to a point I made in my response to Dr. Shepperd's article: it seems to me to be wholly inappropriate to use translation into (or to use Dr. McCulloch's term: 'expressing in . . .') German as a means of testing students' knowledge of German grammar when it is not now required in any of the commonly-used A-level exams and is not practised in sixth form classrooms. It is like putting somebody who has just passed a driving test into the RAC rally, and then railing against his or her driving instructor when he/she skids off the first bend and writes the car off against a tree. The same could also apply to the comprehension tests he refers to: if these are the old O-level type with open-ended questions in German based on a text, then this test might be equally unreliable as it is a test type with which many students will be unfamiliar. To repeat the point: if the students you receive onto degree courses are unfamiliar with the teaching techniques and learning styles which you wish to use, then you have a choice. Either teach them how to become acquainted with these techniques properly or use styles and techniques with which the students are happy or familiar. It is my view that our students these days are very good at comprehension and oral expression, and that these areas have shown marked improvements since the arrival of GCSE. Most of those that I have taught and who have ended up with an A or a B at A-level have also been good at writing literary essays in German. Why then do many university courses insist on having their students write literary essays in English? And why do many choose exclusively literary pieces for comprehension (or translation)? In my earlier piece I made reference to a former, extremely competent student of mine who was thrown in the deep end of translation and left to sink.

She reported to me that the teacher's role at university appeared merely to be that of the doctor called to pronounce the victim well and truly dead – at the end of the first term she was told to drop the language. There was no attempt to help her to find strategies to deal with the complexities of translation. I find this kind of attitude unacceptable, indeed unprofessional.

The same goes for the selection processes adopted by universities which do not rely exclusively on A-level grades. I hope that readers will not mind another piece of anecdotal evidence which concerns another former student of mine who recently applied to read Modern Languages at Oxford. This student was apparently thought to be a strong candidate from her oral and a general discussion on German literature. This was despite being put into a room of about 15 other, almost exclusively public school, candidates who tried very hard to 'psych her out' before interview. However, the inevitable translation into German proved the hurdle at which she fell and over which her public school rivals were easily able to vault. Again, I ask why a respected university college should use a test type to select candidates with which many will be totally unfamiliar. And it is not difficult to discover why this is so. For the state school, a sixth form student will bring in about £2500. Working on the eight periods per week which is common for most A-level courses, provision of A-level will cost about £8000 in staff alone. If each student is assumed to be following two other A-level courses, a rough calculation shows that nine students per year are going to be the break-even point, and for a comprehensive of 1000 students and a sixth form of, say, 150 students over two years, this is going to prove a very big challenge. Most such schools will wish to be able to offer two foreign languages at A-level, but this must necessarily be limited to teaching the A-level syllabus. Such time and financial limitations mean that Oxbridge style prose translation (even if only with sentences) must be beyond us – and it is hardly surprising that public school candidates grab all the places. Again, a little more time and effort spent in liaising with us would help make this point clear.

What is needed, I said in my earlier response to this journal, is a sensible dialogue between university teachers and those in other sectors of the education system. This means that university teachers need to come down out of their ivory towers and spend some time in schools. It also needs some sensible research, not just the anecdotal evidence of what various acquaintances of your contributors may have said, or the results of how a few students did in a translation test. The ALL needs to take a lead in this, and I would suggest the following as a start:

1. Research into relative difficulties of different languages at A-level. This should look at question types used in the exam boards, the readability levels of texts used for comprehension tests, the sources of texts used for listening tests and the way in which marking criteria are interpreted by examiners in the writing components (e.g. which errors are classified as 'serious' in the various languages). This might also answer the question: 'Why is it German teachers (rather than French) who appear to be so hung up on accuracy?' I have long harboured a theory that German is more difficult than French at A-level, not just because of any inherent difficulties but also because of harsher marking. Exam boards seem reluctant to look into this.
2. A degree-level equivalent of GCSE national criteria, specifying the kind of skills and knowledge, to be drawn up by university departments. This could then be published to all in schools to make it quite clear what the aim is of degree-level foreign language study.
3. Some research amongst school teachers on which grammatical points they do actually teach. At present, the debate seems limited to the level of 'my students can't do this'. We need to find out whether it is a question of teachers teaching the points and students forgetting them, or whether the points really have not been taught in

the first place. (I will admit that I have only rarely bothered to teach weak or adjectival nouns to my students – but I do spend a lot of time on adjective endings and the passive.) Similarly, we need reliable information on which commercial courses are used, which exam boards are thought most stringent, what initial qualifications A-level teachers of German have, how much recent in-service training they have had and how confident they are of their own language skills.

4. A working group to look at the precise linguistic needs of all learners at all levels of attainment. I do not like Derek McCulloch's dismissive reference to low-ability learners as 'having a go': what we need to do is to encourage all levels of language skills amongst the whole population rather than to imply that only a first-class degree has any value. Such a group needs to include school teachers (primary and secondary), university lecturers and industrialists; it might well be that the Languages Lead Body would take it on as part of its own work.

I get tired of secondary school teachers bleating on about the decline in standards amongst our intake. It may be the case that our students these days have lower reading levels, but this does not take away our professional responsibility to teach them. The same applies in Higher Education. Meet the students on their own ground, build on their strengths and work on their weaknesses. That is still what teaching is about, at all levels.

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'Sie haben mich zu einem Ausländer gemacht': the teaching of German literature by non-Germans

Jim Jordan Cirencester College

Readers of this journal are likely to be well aware of the issues surrounding the presence of over six million foreigners in the Federal Republic, but they may not realise fully the quality and quantity of the literature which they have written in German. The purpose of this article will be to provide an overview of its development; to give a detailed review of one particularly useful collection; to examine the relevance of this literature to the study of the theme of foreigners in Germany; and to provide a practical (if somewhat personal) bibliography to enable readers to expand their experience of these works.

From 'Gastarbeiterliteratur' to 'Migrantenliteratur'

In 1955 the Federal Republic concluded a treaty with Italy for the provision of workers for the labour-starved German economy. The basis of this and successive treaties with other southern European countries was the 'Rotationsprinzip', whereby cohorts of foreign workers would spend a few years working in German industry and amassing a personal nestegg before punctually returning to their country of origin and being replaced by fresh recruits. In this way Germany was to hold to its stated intention of not becoming a country of immigration.

Isolated in flats or in workers' hostels, Italian guest workers began to write (in Italian) in order to articulate their experiences of individuation, alienation and depersonalisation. Works in Italian naturally failed to evoke a response from Germans, and the Italian literary establishment was not yet sensitised by the late 1960s to the potential of what came to be known as 'la letteratura Gast'.

Official interest grew though in the closing years of that decade and the beginning of the next, culminating in prose and poetry competitions sponsored by Italian authorities and organisations. The breakthrough from an Italian literature of emigration to a German 'Gastarbeiterliteratur' came with the publication from 1975 onwards of the Italian/German dual-language periodical *Incontri* (*Encounters*).

This shift in the language of expression gave rise to two further important developments. The first was the publication in the period up to 1983 of six anthologies of guest workers' writing in the series *Südwind gastarbeiterdeutsch*, which was strong in its assertion of the political and social rights of foreign workers.

The second was the founding in 1980 of the Polynationaler Literatur- und Kunstverein (PoLiKunst), a multinational and multicultural writers' and artists' umbrella organisation committed to the promotion of literary and artistic work by foreigners and to informing the German public of the cultural heritage and experiences of non-Germans. The establishment of PoLiKunst represented a watershed in the development from 'Gastarbeiterliteratur' to 'Migrantenliteratur'. Before this, individual authors had certainly published works but had been isolated in their own national community and had not perceived themselves as part of a multinational and multicultural movement. The guest worker literary tradition had now reached out to foreigners resident in Germany for reasons other than employment, such as asylum seekers and refugees.

Early on in the 1980s larger publishing houses began to perceive the economic potential of 'Gastarbeiterliteratur'. The

Deutscher Taschenbuchverlag published Güney Dal's *Europastraße 5* and Franco Biondi's *Passavantis Rückkehr,* while the anthology *Zuhause in der Fremde* appeared in Rowohlt. The dtv also published the series of anthologies between 1982 and 1985 arising from the writing competitions of the Institut für Deutsch als Fremdsprache in Munich. Fischer too published a collection of 'Gastarbeiterliteratur' compiled by the Werkkreis Literatur der Arbeitswelt. In the field of 'Jugendbücher' Rowohlt had already published in 1975 Ruth Herrmann's *Wir sind doch nicht vom Mond! Klein-Istanbul an der Elbe,* dealing with guest worker experience but written by a German. With Norbert Ney's anthology *Sie haben mich zu einem Ausländer gemacht* . . . (1984), which will be discussed in detail presently, they gave a voice directly to foreign writers.

The literary success of Turkish writers at the start of the 1980s was based on the literary, cultural and intellectual groundwork of two successive groups of Turkish migrants to Germany. One group had been active since the 1960s, publishing in Turkey its experiences of Germany. A figure who arrived around this period (1959), and one of the most important mediators between Turkish and German culture in the last 30 years, is Yüksel Pazarkaya.

The writers who began in the 1960s could certainly be said to have written 'Gastarbeiterliteratur', in the sense that they either committed their own experiences of work in Germany to paper or reported those of others. A second group began to arrive in the 1970s, for the most part different both in background and interests. Many were writers and intellectuals of note already in Turkey, who had fled either left or right wing extremism, or later the military authorities. For these the questions of cultural identity and alienation, both social and political, were often of more interest than the details of the daily grind of guest workers. In this way the arrival of these writers marks a move from 'Gastarbeiterliteratur' to a more general 'Migrantenliteratur'.

Although many Turkish authors participated in the effectively political agenda of PoLiKunst and of the Südwind series, most avoided formal links with organised 'Gastarbeiterliteratur' or 'Migrantenliteratur'. There are almost as many reasons for this as there are authors, but some of these reasons have more general applicability. Some writers, including Aras Ören, have insisted on composing in Turkish before being translated into German, as a political gesture about the right to retain a distinct cultural identity. Others, coming from highly educated middle class backgrounds, failed to identify with a literary tradition based on the writings of manual guest workers.

Broader political concerns also condition the themes of Turkish writers in Germany. A close watch is kept on the activities of Turkish émigrés to ensure that the Turkish Government is not embarrassed abroad. One sanction at its disposal is the nonrenewal of passports, which could lead to the loss of residence rights. The German Government also retains the right to deny foreigners political activities which it deems not conducive to the maintenance of public order. Equally the 'Ausländergesetz' contains a catch-all provision for the deportation of foreigners who jeopardise the security or democratic order of the Federal Republic. Although these various sanctions have been invoked only infrequently, their very presence is sufficient to encourage self-censorship.

Nonetheless the strength and literary success of these authors has encouraged a new generation of Turkish/German writers whose thematic concerns may have begun with the experience of foreigners but which now place them in that most elusive of areas, the literary mainstream. Should the development of these writers provide a pattern for second generation writers, that is to say those whose formative years have been spent in Germany, then the movement of 'Migrantenliteratur' may become a victim of its own success. A literary movement which aimed at communicating in the host language the separateness of foreigners has spawned a generation which sees German as its natural means of expression. The willingness of this generation to write on concerns not just related to their ethnicity is both a gesture and a proof of integration. The demise of a literary movement may be a small price to pay for a goal of this importance.

Sie haben mich zu einem Ausländer gemacht . . .

The range of 'Migrantenliteratur' so far published may be surprising and fascinating, but it is also somewhat daunting when it comes to choosing texts to study with students. The most enduring collection, first published in 1984 in response to the perceived rise in xenophobia at the time, has since 1993 appeared in a second edition. The recently revived popularity of Norbert Ney's *Sie haben mich zu einem Ausländer gemacht . . .* is attributable in no small part to the heightening of awareness of racism after the events of 1992–93, in particular the murders in Mölln and Solingen.

In purely literary terms this collection is certainly not the best there has been, but it does have several features to recommend it. First and foremost, unlike most other collections, it is still in print. Secondly, it contains amongst its contributors some distinguished authors: Jusuf Naoum was one of the leading lights of the series *Südwind gastarbeiterdeutsch*; Alev Tekinay and Zehra Çirak received the Förderpreis in the Adelbert von Chamisso-Preis; Fakir Baykurt and Levent Aktoprak are widely published authors in their own right. Thirdly it contains a wide variety of literary forms: short stories, autobiographical sketches, poems, parodies, factual accounts and dramatic sketches. Fourthly it is intended for German pupils of 14 years and upwards, giving rise to texts which are linguistically accessible to sixth form and university students without being insulting to their intelligence. If these accumulated arguments fail to convince, then hard-pressed budget holders may care to know that it costs about a fiver!

The central thesis of the anthology, supported by many of the contributions, is that the description 'Ausländer' is arbitrary to the point of uselessness. Nobody is a foreigner: a foreigner is what others choose to make us. It follows that the alienation of non-Germans can only be overcome by an attitude of acceptance and cultural assimilation in the host community. This being said, most of the contributions attest to the bewilderment and bitterness which intentional or careless racism can produce, as an attempt to shock a German audience into the acceptance of a new perspective.

Amongst the 29 writers in the collection there is an admirable range. A few are from EU and former Eastern Bloc countries, thirteen from Turkey, there is a strong representation from the Middle East and a number of contributors are from countries further afield such as Chile and Korea. Admittedly only five of the authors are women, but of these three are from Turkey.

In his foreword Ney takes issue with the German tendency to speak for foreigners in the question of their integration. For him, foreigners should be enabled to articulate their own concerns. The anthology neatly turns the tables on the cosy assumptions behind the term 'Ausländerproblem': the contributors argue convincingly that it is in fact problems within and amongst the Germans themselves which inhibit their ability to assimilate foreigners successfully into their society. As Ney puts it in his introduction, 'im Endeffekt können wir nur uns selbst akzeptieren und tolerieren' (p. 10).

The collection raises a vast range of themes and topics for discussion, making it ideal as, say, a coursework topic or as background reading for the topic of foreigners in Germany. Not all of the themes can be recounted here, but I shall pick out some dealt with particularly effectively. Present in most pieces is the overwhelming sense of provisionality felt by foreigners. They are at the mercy of a bureaucracy (the dreaded 'Auslandsämter') which not only adheres rigidly to the letter of the law but often goes beyond it in pursuit of the hidden agenda of its political masters. Mehmet Aziz Cesmeli, obstructed by the authorities in his attempt to run a Turkish restaurant, a task for which he possesses more than adequate professional training, describes his visits to the authorities:

> An einer kunstvoll gestalteten Wand

> der Ausländerbehörde stand: 'Wir mögen Euch', doch damit sollte wohl nur der Kontrast von Anspruch und Wirklichkeit deutlich werden: Wenn man durch die Tür der zuständigen Abteilung ging, dann wurde man behandelt wie Menschen zweiter Klasse – nein, schlimmer noch: Wie ein Tier: Laut und herrisch. (p. 91)

In an atmosphere where one's right of residence can be revoked on a bureaucrat's whim the railway station, point of entry and departure, becomes a symbol of the liminality of foreigners, as we see in the poem 'Die ersten fünf Akte eines unbeendeten Epos' by Ümit Güney:

> die züge
> kommen an fahren ab fahren ab kommen an
> und die menschen die nicht abfahren nicht ankommen
> warten auf was weiß ich. (p. 25)

In the poem 'Die Ängste des Mustafa Karaoglu' Alev Tekinay describes vividly the persistent undercurrent of threat which makes existence in German society so precarious. Mustafa is hedged in on all sides by immigration police, his employers and right wing extremists, and his fears find expression in regular nightmares.

The anthology does not gloss over the tensions within the foreign communities themselves. In order to come to Germany for work, many had to break up stable rural family traditions and risk alienation from their own parents, as Jusuf Naoum relates in 'Omas Auto'. The conflict between the rigid expectations of more often than not Muslim parents and their daughters brought up in the liberal atmosphere of Germany led in the case of Zehra Çirak to her leaving home and risking absolute estrangement from her family:

> Liebe Eltern, ich bin ab jetzt weg. Fragt nicht warum, ihr wißt es. Ihr wolltet eine Tochter nach euren Vorstellungen, und ich ein Leben nach meinen Vorstellungen. (p. 61)

In this case reconciliation followed but only after some considerable time, and its progress is recounted in a skilful and heartrending manner.

Although the intention of the anthology is to hold up a mirror to the host society, there are plenty of examples of hope for the future, supportive attitudes and good practice. Two German advocates of foreigners' rights, Rolf Geffken and Wolfram Bortfeldt, relate cases of gross injustice they have experienced. Former prisoner Wolfgang Seibert, admitting to having had considerable prejudice against Turks, tells of his friendship with fellow inmate Ali, who was eventually deported back to Turkey and probably executed there. That there are 'good Germans' is never in doubt throughout the book, and it consistently advocates the general adoption of their attitudes.

Studying 'Migrantenliteratur'

Quite rightly the topic of foreigners in Germany is widely taught both at sixth form and university level, for it is one of the most challenging problem areas which Germany is currently facing, but why should we spend precious teaching time on 'Migrantenliteratur'? Too often as a teacher of this topic have I found that the materials I use (and consequently my own teaching) are based either on stark statistical information, vague generalities or limited case studies which deny conclusions of more general validity. Furthermore most materials are written for and about foreigners rather than by them. The very act of foreigners' writing about their experiences in German underlines their readiness to reach outwards from their communities and establish common cultural ground with the host society.

Intrinsically 'Migrantenliteratur' is a worthwhile object of study, but what benefits can it bring in the classroom? It provides sound practical models for a creative response to issues which is a feature of the new A-level syllabuses conforming to SCAA requirements, and is likely therefore to feature in programmes of study in higher education in the near future (and is in some already). The material is a rich fund not only of formal models but also of emotional responses and of a variety of linguistic registers.

An obvious benefit of the study of this literature is the immediate access it gives students to works relevant to the social issues which they are studying. It provides the motivation for further reading and its directness and lack of literary conceit give immediate satisfaction, which will only lend students the confidence to read further, even beyond 'Migrantenliteratur'. In collections such as Ney's the quanta of literature are such that they do not overload students at the beginning of their reading, and they expose them to a wide variety of genres.

One further benefit easily overlooked is that this literature demonstrates that non-Germans can write proficiently and effectively in the German language, often without highly sophisticated linguistic resources. And if non-Germans living in Germany can achieve this, then so can non-Germans elsewhere.

Given the obvious potential of this literature it seems surprising that the educational press in Britain has not yet responded. It is surely time for the publication of an up-to-date reader of 'Migrantenliteratur' which contains interesting items in a range of styles, from all sections of the foreign community in Germany and from all phases of the development of this literary area.

Ultimately 'Migrantenliteratur' is a tribute to the will to communicate in another system of sounds and symbols, however difficult that task may sometimes be. This is often difficult enough for Anglo-Saxons and North Americans, divided as they are by a common language. The last word should therefore go to an American, Mark Chain, coping also with a writing career in German:

Ich bin ja untergebrochen worden,
mehrmals täglich bebessert worden,
verleidigt, beteidigt und gescheinigt worden,
beschuldet, verduldet und gestummelt worden,
verdutzt, besietzt und geihnt worden,
und jetzt für ein und alle mal
veriche ich dich, vereuche ich mich
und verunse ich Sie . . .
sehe ich Grimassen, die ihr macht? –
schon gut – wir werden uns noch neu besprachen![1]

'Migrantenliteratur': a practical bibliography

My apologies for any authors or works it may be felt have been unjustly excluded – this is only a personal selection which I hope will serve as an introductory bibliography. Readers may find those works marked with an asterisk the most suitable for teaching purposes.

Collections

The most useful, widely available and cheapest collection is Norbert Ney (ed.), *Sie haben mich zu einem Ausländer gemacht . . . ich bin einer geworden*, Reinbek: Rowohlt (Rotfuchs), 1993 (*).

A number of good collections no longer in print were published mainly by dtv in the early 1980s and may still be available through good libraries.

Irmgard Ackermann (ed.), *Als Fremder in Deutschland*, Munich: dtv, 1982.

Irmgard Ackermann (ed.), *In zwei Sprachen leben*, Munich: dtv, 1983.

Irmgard Ackermann (ed.), *Türken deutscher Sprache*, Munich: dtv, 1984.

Karl Esselborn (ed.), *Über Grenzen*, Munich: dtv, 1987.

Heinz Friedrich (ed.), *Chamissos Enkel*, Munich: dtv, 1986.

Hülya Özkan/Andrea Wörle (eds.), *Eine Fremde wie ich*, Munich: dtv, 1985.

Christian Schaffernicht (ed.), *Zuhause in der Fremde*, Reinbek: Rowohlt, 1984 (*).

'Jugendbücher'

In their range of young people's literature both dtv and Rowohlt publish a number of texts, not necessarily written by non-Germans, aimed at fostering cultural understanding. Good examples of these are the following.

Ruth Herrmann, *Wir sind doch nicht vom Mond!*, Reinbek: Rowohlt, 1975.

Karin König/Hanne Straube/Kamil Taylan, *Oya. Fremde Heimat Türkei*, Munich: dtv (Junior), 1988 (*).

Dieter Schliwka, *Sirtaki*, Munich: dtv (Junior), 1990.

Annelies Schwarz, *Hamide spielt Hamide*, Munich: dtv (Junior), 1986.

Individual works

Franco Biondi, *Passavantis Rückkehr*, Munich: dtv, 1982.

Güney Dal: *Europastraße 5*, Munich: dtv, 1981.

Renan Demirkan: *Schwarzer Tee mit drei Stück Zucker*, Cologne: Kiepenheuer & Witsch, 1991 (*).

Aras Ören: *Was will Niyazi in der Naunynstraße?*, Berlin: Rotbuch, 1973 (*).

Akif Pirinçci: *Tränen sind immer das Ende*, Munich: Goldmann, 1980.

Saliha Scheinhardt: *Frauen, die sterben, ohne daß sie gelebt hätten*, Berlin, 1983.

Secondary literature

Der Deutschunterricht, V, 1993. An entire edition devoted to literature by Turkish writers, ed. by Helmut Scheuer.

Richard Dove, 'Writing in the margin. Social meaning in "Gastarbeiterliteratur" ', *Quinquereme*, 9 (1986), pp. 16–31.

Horst Hamm, *Fremdgegangen freigeschrieben. Einführung in die deutschsprachige Gastarbeiterliteratur*, Würzburg: Königshausen und Neumann, 1988.

Lehrerhefte/Sammelband 3, May 1993. Contains suggestions on the teaching of Ney's collection and is available from Rowohlt for DM 7,–.

Note

1. Mark Chain, 'Die schwierige deutsche S(pr)ache (Auszug)', in Irmgard Ackermann (ed.), *Als Fremder in Deutschland*, Munich: dtv, 1982, p. 72.

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Reviews

Typisch deutsch? Arbeitsbuch zu Aspekten deutscher Mentalität. Behal-Thomsen *et al. Langenscheidt, 1993. Available through European Schoolbooks Ltd. 144 pp. £11.95. 3-468-49446-7.*

At first sight, *Typisch deutsch* looks attractive and stimulating, with its vivid pictures, witty cartoons and wide use of authentic materials. It seems to fill a real gap in the market: a book that deals with aspects of German mentality – with what it means to be 'German' today; a book that avoids platitudes and clichés, and looks at other aspects of the topic. It is divided into three main sections: people's perceptions of each other's nationality, the private and public sphere, and space. The sub-topics of these go beyond the usual discussion of national stereotypes, instead they deal with, for example, personal relationships, taboo topics, or the role of the state in people's lives, the unwillingness to change, etc. This is particularly interesting, as the book is compiled by Germans, and therefore deals with their own perception of themselves. This could be usefully contrasted with the foreign learner's view. I agree with the preface which states that only through this kind of comparison does one become conscious of one's own national identity.

Furthermore, the approach to the subject is unusual for this kind of book. The blurb describes it as *integrierte Landeskunde*. This should allow the teacher to avoid the lecture approach (often using English), when dealing with background studies in depth, and make it possible to integrate it with language work.

Despite these promising features, I find *Typisch deutsch* not very suitable for the British market. The exercises assume a rather extensive knowledge of the country and the language (e.g. associations with certain words and in-depth perceptions of life amongst Germans are necessary) which learners cannot be expected to have. Potential users should not fall into the trap of assuming that *Mittelstufe* can be equated with intermediate level. Instead, it is rather A-level and beyond. This virtually excludes the possibility of using the books in schools other than perhaps in extracts.

The main problem, however, is the fact that the book was initially designed for American students visiting Germany. Hence, most of the exercises take this point of view, e.g. they provide a starting point for discussing the German and American perception of space and distance. Users in this country would therefore only be able to make up their own work on the basis of ideas from the book. Is it really worthwhile spending almost £12 for this?

ANNETTE DUENSING
University of Luton

Deutschland *nach* der Wende. Daten – Texte – Aufgaben für den Unterricht. Luscher, Renate (ed.) *Verlag für Deutsch, 1994. Available through European Schoolbooks Ltd. 175 pp. DM28,–. 3-88532-688-4.*

Deutschland nach der Wende is exactly what it claims to be: a structured reader for *Landeskunde*, which uses the *Wende* as its central peg. It covers topics from German dialects, the family and the media, to religion and the German theatre. These are grouped under more general chapter headings, such as 'Social issues', 'Politics and public life', and 'The Economy'. Thus, it covers all basic topics of the average

Landeskunde syllabus. So, what is new or special about it?

First of all, its systematic treatment of all the above issues. Learners frequently complain they lack a skeleton of general knowledge within which they can make sense of the now so fashionable authentic texts on current affairs. This structure is certainly provided in *Deutschland*. Each chapter consists of several informative background texts for the various subtopics. These are followed by shortish authentic texts (factual or literary) which aim to make the theory more tangible and concrete, and exercises treating topical or linguistic aspects from the texts. Keywords such as 'Mutterschutz' or 'Oder-Neiße-Linie' are highlighted and explained separately. Furthermore, the book is limited to general facts about the individual topics. Although published in Germany, it is not as dense and overloaded with unnecessary detail as Inter Nationes or *Dokumente Landeskunde* tend to be. Therefore, it would not be sufficient as the only textbook, but it can easily be padded out with further authentic texts from other sources such as the media. This approach keeps the content sufficiently general to protect it from becoming obsolete too quickly. At first sight, this makes it a rather dull and uninspiring read, but what is the point in wading through pages and pages of interesting authentic newspaper clippings, which only leave learners with a deluge of unconnected pieces of information.

The language is basic enough for learners in the upper, and sometimes lower sixth to get to grips with. At the same time the articles are fairly short, so even if difficult should not be too daunting. The exercises are not very exciting, mainly ask comprehension questions or bring up points for discussion. This is not a major problem, as more interesting ones can easily be made up for the supplementary authentic material.

Overall, a useful book to have on the shelf for teachers working with A-level or equivalent higher-level courses.

ANNETTE DUENSING
University of Luton

Wir und die anderen. Literatur zur Ausländerproblematik im DaF-Unterricht. Wicke, Rainer E. *Verlag für Deutsch, 1993. Available through European Schoolbooks Ltd. £9.75. 3-88532-692-2.*

The idea of tackling the tricky problem of 'Ausländerproblematik' through literary texts, partly written by 'Ausländer', is excellent. The subject is clearly topical, not only because it can be found on several A-level syllabi, and this thin booklet (56 pp.) in A4 could well enliven a topic which too often is treated by teachers by lecturing their students.

The texts have a very young feel about them – as have the exercises and illustrations – which might put 6th formers off, although some of the exercises and drills are just what they need for bridging the gap between GCSE and A-level. I liked the exercises following the easy texts, such as completing a 'Wortigel' as a comprehension, ticking 'Richtig/Falsch' boxes, completing subordinate clauses after 'ich glaube, ich meine, ich bin der Meinung', linking given subordinate and main clauses and constructing lots of 'weil/da' sentences. The book takes good will and genuine interest in the subject matter for granted, for there is little visual relief other than a few black and white drawings and only one page of authentic posters and stickers against racism.

Wir und die anderen may well work better in Further and Adult Education than in schools where money is short. German teachers should buy a copy as a resource and stimulus for dealing with an increasingly important educational and moral problem.

GÜNTER LEMAN
The Broxbourne School

Mitreden. Ein Deutschkurs zur Einführung in das Alltags- und Berufsleben. Dürsch, Barbara *et al. Max Hueber Verlag, 1994. Available through European Schoolbooks Ltd. Lehrbuch: £14.50. Lehrerhandbuch: £9.95. 53-minute cassette: £12.95 + VAT. 3-19-001560-0/021560-X/011560-5.*

This course has been written by a team of authors with 'Aussiedler' and 'Einwanderer' in mind. It therefore caters for those who may have a smattering of (oral) German and want to cope, live and hopefully work in present-day Germany. The chapters are headed 'Essen und Trinken/ Freizeit/Umwelt und Müll/Kaufen/Schule und Ausbildung/Arbeit/Heimat/Bürger und Politik' and they reflect the needs of these 'ethnic' Germans. Most of their homes were in the former Soviet Union, and the newly independent states want to get rid of them, as their identity cards indicate two nationalities: Soviet (under the heading 'citizenship') and German (under the heading 'ethnicity'), despite the fact that their German origin may go back over a century and that they speak virtually no German. Not wanted in, for example, Kazachstan, they are entitled to full German nationality and are now enticed to settle in the Kaliningrad (Königsberg) region with large sums of Deutschmarks. For those who would rather live in Germany, life is very bewildering and frightening, and some of the chapters in this book deal with situations where they are being conned by salesmen, landlords and other 'Brüder und Schwestern'.

It is a pity that this excellent little book, with its very useful *Lehrerhandbuch* and a beautifully clear and professional audio cassette, caters for such a peripheral market. I am therefore not recommending its purchase for schools or colleges in Britain as a coursebook. I do, however, urge those of you who are looking for new ideas of how to present old topics and practise structures to get yourselves a copy, even though you may be surprised to find under the heading 'Heimat' photographs showing people and places from the Ukraine to Uzbekistan.

GÜNTER LEMAN
The Broxbourne School

Turbo 5 & 6. Van den Boom, R. and Pfeiffer-Oske, E. (eds.) *Inter Nationes, 1994. Video tapes (c. 25 minutes), booklets (40 pp.) Each video + booklet DM 23,00.*

50 Practical Tips for Learning German. Rug, W.; Neumann, T.; Tomaszewski, A. *Klett, 1994. Available through European Schoolbooks Ltd. 55 pp., £3.90. 3-12-675383-3*

Turbo 5 and *Turbo 6* are the latest in the now well-established series of video tapes published by Inter Nationes, and follow the pattern of previous numbers. Each consists of four items, varying between four and eight minutes in length, the first three dealing with themes of interest to teenagers and featuring young German people, and the fourth in each case a music video of a song by a German band. The items are linked by a *Moderator* in a lively and relevant way. *Turbo 5* deals with the themes of fashion and the training of young designers, disability through the eyes of a disabled young athlete, a light-hearted look at the driving test in Germany, and ends with a song by the group PUR protesting against intolerance and the rise of the new right. *Turbo 6* opens with an item on young scientists, follows this with a totally contrasting film about two young rock 'n' roll dance champions, then looks at ways that bored and disaffected young people can be stimulated and kept on the 'straight and narrow', and again rounds off with a song – this time by the Köln band L.S.E. and sung in dialect. For this a translation into 'Hochdeutsch' is provided in the accompanying booklet, which as usual offers a complete transcription of the recorded material, together with brief notes for teachers, useful explanations of difficult or obscure vocabulary and either (in *Turbo 5*) extended suggestions for exploiting one of the items or (in *Turbo 6*) four photocopiable worksheets. The German is throughout totally authentic, largely it seems unscripted, and makes no concessions to the learner – but a good GCSE class or a Sixth-form group would find the material stimulating and interesting, and this series can be confidently recommended.

50 Practical Tips for Learning German is a substantial booklet, aimed primarily I think at adult learners of German and particularly those who find themselves in a German-speaking country with little or no knowledge of the language. This isn't to say that it is a phrasebook – far from it (it contains remarkably little German!). It offers suggestions (and explains their usefulness) such as 'get a language-learning partner'; 'invite Germans to your home'; 'keep a diary in German' – and some more bizarre ideas such as 'arrange a house altar for your work on the German Language' and 'learn to "love" your mistakes'! Many of the tips are in fact interesting and they could be encouraging to the jaded or discouraged learner, but I suspect the best use of this little book would be in the hands of a teacher dealing with adults, who could filter out the most helpful hints and introduce them one by one and as appropriate to her class. Fifty practical tips all at once can be too much to take!

BARRY WILLIAMS
St. John's School, Leatherhead

Duden: Zitate und Aussprüche. Scholze-Stubenrecht, Werner, *et al. Dudenverlag, 1993. 890 pp. DM34,–. 3-411-04121-8.*
The Oxford Duden Pictorial German and English Dictionary. English text edited by Michael Clark and Bernadette Mohan. *OUP, 1994. 862 pp. £25 (pb £12.95). 0-19-864501-5.*

Zitate und Aussprüche is the twelfth in the Duden series that includes the ubiquitous *Rechtschreibung*. The new volume is divided into two sections. The first and longer section (520 pp.) is entitled 'Herkunft und Verwendung der im Deutschen gebräuchlichen Zitate' and consists of quotations, each of which is usefully discussed as per the section's title. An interesting introduction puts the culture of quoting in historical perspective. Modern quotations, it seems, are very often slogans or titles – of films and TV shows, occasionally even books – whereas the longer established stock of quotables more often comes from inside the covers of literary works. Today's tendency to use quotations 'in abgewandelter Form' for special effect, particularly in journalism, is noted.

Section one, then, is very reminiscent of 'Geflügelte Worte'-type compendia, but with more discussion than hitherto of individual quotations. Thus, 'High-noon' is not simply cross-referenced to the film of that name: we also learn when the film came out, who the stars and director were, what happened in the film, and what high-noon (therefore) means: 'Der Ausdruck . . . wird im Sinne von "spannungsgeladene Atmosphäre" und "bedrohliche Minuten vor einer Entscheidung" gebraucht, gelegentlich auch in der Bedeutung "höchste Zeit".' While the Bible, Schiller, and Goethe (in rank order) come out well on top in terms of the quantity of quotations they provide in this section, there are enough modern additions to the stock to make this part of the book varied, enlightening and entertaining. Willy Brandt, for example, features twice (with 'Mehr Demokratie wagen' and 'Jetzt wächst zusammen, was zusammengehört'), Adenauer once ('Ein Abgrund von Landesverrat'), as, too, Karl Valentin ('Mögen hätt' ich schon wollen, aber dürfen hab' ich micht nicht getraut'), The Avengers ('Mit Schirm, Charm und Melone'), Bob Monkhouse ('Als die Bilder laufen lernten', the German title of the TV series 'Bad Movies'), Humphrey Bogart ('Ich seh' dir in die Augen, Kleines'), Neckermann (' . . . macht's möglich') and Clausthaler Bier ('Nicht immer, aber immer öfter'). However, of the 20th century figures quoted in section one, it is the author Bertolt Brecht who features by far the largest.

There are always going to be lacunae in a work of this kind, but my particular regret is that more recent political figures, still remembered by many for some of what they said, have become non-persons. There is lots of Bismarck here, and some Wilhelm II, but National Socialism generates just one entry (Goebbels: 'Asphaltliterat') and the GDR politicians none. The issues around who and what to select cannot but be delicate, but certainly the 1983 Leipzig 'Geflügelte Worte' (Kurt Böttcher *et al.*) which had a very strong historical orientation met the challenge of National Socialist slogans and 'Wortgut' head-on. The main Duden selection criterion is, as one would expect from a publisher of language reference books, not so much the historical status of quotations but whether they are reflected in current usage, but on this basis, too, reference to rather more skeletons in the political cupboard would have been appropriate.

The second, shorter (261 pp.) section of the book is entitled 'Thematische Sammlung von Zitaten, Sentenzen, Bonmots und Aphorismen'. This is a big disappointment – a 'Sammelsurium' of quotations without comment, listed under headings of dubious motivation such as 'Abendland, Aberglaube, Abgeordnete, Abhängigkeit, Ablehnung, Abmagerungskur, Abneigung, Abrüstung, Abschied, Abstinenz, Absurdität, Abwarten' – to name just the first dozen. The editors see part two of their book as offering 'Zitate, mit denen sich Reden, Briefe, Widmungen und andere Texte gestalten und ausschmücken lassen.' However, alongside the famous names, there is a plethora of quotations from the non-famous, some of whom (one infers from the bibliography) are well represented essentially because they themselves have written (not just compiled) whole volumes of ostensibly quotable quotes. There's an awful lot here that would *not* 'der eigenen Aussage durch die Berufung auf eine Autorität' – really? – 'größeres Gewicht verleihen' (p. 9).

Agreed: 'Sowohl die 'geflügelten Worte' des ersten Teils als auch der 'Redeschmuck' des zweiten Teils haben ihre Funktion in der deutschen Gegenwartssprache. Während erstere im Kern relativ festen, sich nur allmählich verändernden Bestand bilden, der sich wenigstens in grober Annäherung 'vollständig' beschreiben läßt, gibt es für letztere keinen vorgegebenen Kanon, keine eindeutige Abgrenzung, keine plausible Größenordnung' (p. 15). And indeed: the next Duden 12 will be all the better if the more or less arbitrary collection of 'letztere' is dispensed with and extra space created for the 'erstere'. This would enable the 'Annäherung' to be notably less 'grob' next time round.

The new edition of the monolingual *Duden Bildwörterbuch*, from which the bilingual *Oxford-Duden Pictorial Dictionary* springs, was reviewed in the June 94 issue of GT. The bilingual version has all the advantages of the German – with knobs on. The add-on highly reliable English text costs in effect less than nothing: the OUP publication in paperback is cheaper than the exclusively hardback Duden.

GLYN HATHERALL
Thames Valley University, London

Breakthrough German Activity Book. Practice for Beginners. Ruth Rach. *Macmillan, 1994. iv + 92 pp. £5.99. 0-333-62575-7.*

Breakthrough German Activity Book is indeed an activity book – with a wealth of varied exercises designed to practise basic reading and writing skills. It is suitable for students who have completed *Breakthrough German* or any other text book for beginners, have made successful progress in listening and speaking and want to reinforce vocabulary and structures. The key word is reinforce since it avoids the pitfall of constant 'encouragement' to acquire new ones: the book has kept the vocabulary very much to common items appearing in most text books for beginners. Grammatical labels are kept to a minimum, though I think that to use some 'technical terms' throughout would actually help students more than hinder them. For instance, students are asked to 'fill in the right words' from a given box. If the expression 'modal verbs' were included in brackets after the instruction, it would help students to learn to look up explanations in a grammar book as the need arises.

The exercises are wonderfully varied with more than 20 different activities, e.g. form-filling, spotting the odd word out, sentences where facts are wrong and have to be identified, deciding which caption goes where, providing cartoons with the correct caption, crossword puzzles, dialogues needing reordering for them to make sense, replacing the symbols with appropriate words from a box, deciphering and rewriting dialogues with spaces, punctuation and capital letters, as required. Topics include talking about yourself, getting information, ordering food, giving directions, time, shopping, likes and dislikes, talking about the past, etc. Students are given opportunities to become accustomed to notes and letters handwritten by Germans. Since German handwriting differs from English, such practice is welcome.

Altogether this is an imaginative and realistic package which should give users considerable help in developing reading and writing skills.

DIETLINDE HATHERALL
University of Greenwich

Being a Head of Department. Flint, Amanda and Gordon, Anna Lise. Concepts 6. *Mary Glasgow Publications/Association for Language Learning, 1994. 43 pp., £7.00. 0-7487-1815-X.*

This publication, divided into seven chapters, sets out to provide practical help to existing heads of department, but is also an excellent manual for those aspiring to promotion. There is an appendix with repromasters to help with self-evaluation, planning and organisation, as well as a bibliography.

The overall tone of the handbook is positive, whilst recognising the strains under which the conscientious head of department operates, therefore one reads and digests without feeling too disheartened by the seemingly endless list of demands!

Each chapter begins with a list of topics covered and ends with a summary. Many of the points covered serve as a check-list and there is also some very useful illustrative material – e.g. structuring a meeting. Particularly helpful are the suggestions in the chapter 'Using Your Time Well', which help the pressured departmental head to aim to be well-organised and to feel on top of the job.

A number of sections stimulate wider thinking about what the job actually entails. For example, motivating and involving other staff – a task one might be inclined to neglect unless it is built into the development plan. Following the advice given could even reduce some of the pressure on the head of department!

The final chapter, 'Problems and Solutions', may strike a chord with many. The solutions offered to typical problems are sensible – at least three for each problem – and reassuring. Help is always at hand.

All in all, this is a publication which should be essential reading in every department. Planning and teamwork are stressed throughout. Managing a department is a collaborative effort – and any department is as strong as its weakest link, yet needs a knowledgeable and dynamic leader. *Being a Head of Department* will go a long way to helping teams of linguists achieve objectives which will, in turn, help student learning.

STEPHEN J. BOYLE
Codsall High School, Staffs

Working with your Student Teacher. Fletcher, Sarah and Calvert, Mike. *Concepts 5. Mary Glasgow Publications/Association for Language Learning, 1994. 52 pp., £7.00. 1-85234-545-4.*

This volume comprises eight chapters, each devoted to an important area of the partnership between school and student. There are also appendices which serve as a checklist to guide the trainer and trainee through the practice, as well as a useful bibliography.

Each chapter – e.g. 'Roles and Responsibilities', 'Modern Languages Methodology', 'Monitoring Progress' – is structured into easily digestible sections, with headings and sub-headings. However, I feel that these could be more clearly differentiated in terms of the layout of the page. There is a summary of the main points of the chapter, along with an action plan. Case studies, which focus mainly on areas of conflict, provide valuable anecdotal evidence and are always followed by 'Points to Consider' and a possible solution. Cartoons add a touch of levity, whilst still highlighting a key issue in the training process.

The handbook is full of sound advice and practical tips, presented in a manner which is supportive to both parties. First-hand classroom experience is evident throughout and this is well reinforced by research using recent publications. The content is both thorough and stimulating, as well as being balanced in terms of its focus on mentor and student teacher.

This work dovetails well with its sister publication in the 'Concepts' series, *Being a Head of Department*, in advocating a systematic departmental approach to ensuring successful curriculum change.

Working with your Student Teacher is an indispensable guide for all those who are involved in initial teacher education. As someone who was involved, albeit briefly, I feel that the availability of this handbook would have enabled me to tackle my role from a broader perspective. Seven pounds is a small price to pay for a guide which seems to embrace every aspect of this vitally important partnership.

STEPHEN J. BOYLE
Codsall High School, Staffs

Kursbuch Betriebswirtschaftslehre. Struwe, Jochen. *Fischer Taschenbuch Verlag, 1994. Available through European Schoolbooks Ltd. 360 pp., £10.50. 3-596-11131-5.*

Recently there has been a glut of books on German shelves addressing issues of company structure and management. These are mainly aimed at practising business people and not students of BWL. In particular, it is difficult to find a German textbook which is appropriate for the needs of post-A-level students in the UK studying Business German as part of a degree. This accessible and comprehensive guide fills the gap admirably. It is not a textbook as such but, as the name suggests, provides a thorough and well structured introduction to key concepts, structures, and methods necessary for understanding the workings of German companies and their management.

The textbook starts with a chapter on the basic principles of business economics, it then handles in turn the various business activities and company organisation, and finally discusses the German legal forms for companies and organisations, and the financing of a business. Apart from the last chapter on finance, the book as a whole uses straightforward explanations, and is written in a readable style backed up with appropriate and up-to-date examples. There is also extensive use of diagrams to summarise and/or enhance concepts dealt with in the text. These 151 diagrams can also be used for classroom discussion and adapt well to OHP use. Business terminology is italicised within the text and there is a thorough appendix of these terms for reference. In addition, there is a useful list of textbooks for further study at the back of the book.

The logical structure of the book means it can be used simply for reference purposes, as a comprehensive background introduction, or as support material for a lecture programme. I have used the textbook successfully in its latter capacity with 2nd/3rd year students of German on a lecture programme introducing BWL (German business studies) and German company management. It would also be an appropriate background book for a MA conversion course incorporating German business. Although the German is generally clearly constructed and accessible, the nature of the topic makes certain demands on the reader. The student user should therefore have a basic acquaintance with business concepts, or be supported by lectures, seminars or case study activities in order to acquire maximum benefit from the textbook. Nevertheless, this book is an excellent tool for any student of German wishing to understand companies and business in Germany.

RUTH PILKINGTON
University of Central Lancashire, Preston

Einsicht. Neue Ausgabe. Stockwell, Paul and Saunders, Keith. *Hodder & Stoughton, 1995. viii + 312 pp., £11.99. 0-340-61029-8.*

Often new editions of coursebooks vary only slightly from earlier ones but in *Einsicht* we are offered a comprehensive reworking of an already well appreciated book. There is a wealth of new material taken from a variety of authentic sources, including literary passages which should prove suitable for post-GCSE students.

The topics have been selected with due consideration of the requirements of various 'A'-level boards: Hence the inclusion of 'Werbung', 'Die Presse' and 'Das Fernsehen.' Each unit begins with a visual stimulus such as a cartoon or picture to encourage the learner to speak and offer opinions from the outset. The texts are well chosen for young people and the exercises which follow are clearly thought out whilst offering a reasonable variety: Making a résumé, completing grids, gap filling, substitution exercises and others. After this basic groundwork there follow more imaginative cues for oral and written work. Much that the student is asked to do is presented in rubrics similar to those used by examination boards.

This is a very student-orientated book

which begins with an introduction aimed directly at the learner. Grammar points are presented in an easy-to-follow format with no assumption being made that the post-sixteen student has mastered all of the basics: the first unit starts with the formation of the present tense and covers the usage of separable verbs. Teachers and students alike will be pleased by the grammar section complete with an index which seeks to explain what is meant by those terms which often inhibit students from gaining access to information without teacher help. For example: 'Auxiliary: Verb which helps to form other tenses and verb forms. *Haben* and *sein* : perfect tense.'

Einsicht takes into account the many socio-cultural changes which have taken place in Germany in recent years. It is lively, interesting and clear in terms of presentation. It supports and seeks to motivate the learner from the outset. It also offers plenty of material to stretch the more able 'A'-level student. The first edition was a reliable coursebook and the second edition maintains all that was good whilst breaking new ground. The course comprises student's book, teacher's book and cassettes.

GARY OGDEN
Windsor School, Germany

German Vocabulary Builder. Lanzer, Harriette and Gordon, Anna Lise. *Oxford University Press, 1995. 128 pp., £3.50. 0-19-912208-3.*

This slim volume (also available for learners of French and Spanish) has a bright cover and a clear layout inside. The book comprises an introduction, followed by twenty-two sections of words grouped together according to themes, such as 'All about me', 'Shopping' and 'Communications'. The last two sections concentrate on 'adjectives' and 'verbs'.

The target audience is the learner and each section provides him/her with a selection of relevant words in German, translated into English; a *Lerntip!* to aid vocabulary learning and activities to practise what has been learned. (Some sections also contain a mini cartoon strip to practise set phrases.) The activities are designed for both individual and pair work. An answer section can be found at the back of the book.

The *German Vocabulary Builder* is an inoffensive if somewhat uninspiring publication. It provides precisely what it states. The question students must ask themselves is do they wish to spend money on a series of thematic word lists, when they presumably have access to a course book and a dictionary?

SUE KAYSER
John Kelly Girls' Technology College, Brent

Lesezeichen. Finnie, Sue and Lynch, Mike. *Heinemann, 1995. 0-435-38754-5.*

Lesezeichen is a series of German readers for Key Stage 3. It has been produced as an accompaniment to *Auf Deutsch!* (Heinemann's National Curriculum German course) and builds on the same topics and themes. *Lesezeichen* can, however, naturally be used with any other course book. Each eight page reader is colourfully presented. The storyline is depicted in cartoon fashion with the occasional colour photo. Some items of vocabulary are translated in footnotes throughout the text. At the conclusion of most stories there is an activity entitled *Rückblick* to test students' comprehension.

Lesezeichen comprises two packs of readers A (and B available in Summer 1996). *Lesezeichen A* has two levels of readers – *gelb* and *blau* – distinguished by a yellow and blue marking on the front and back cover. (The covers themselves in orange, green and purple provide no clue to the content.) The *Gelb* series has short texts with simple sentences. The *Blau* series has texts with some short clauses and unfamiliar language. *Lesezeichen A* covers NC levels 3 and 4 and *Lesezeichen B* will cover levels 5 and 6. Teacher's Notes, a brief leaflet, provides guidance on the coverage of areas of experience for each of the twelve booklets in each series, the answers to activities set and a photocopiable tick-box questionnaire on each booklet which serves as a reading record for the student.

Lesezeichen appears very similar in format to *Lesekiste*, a collection which has been on the market for some time. This new

series is inexpensive and may be a useful addition to reading collections in some classrooms.
SUE KAYSER
John Kelly Girls' Technology College, Brent

Newspaper German. A Vocabulary of Administrative and Commercial Idiom. Good, Colin. *University of Wales Press, 1995. viii + 300 pp., £9.95. 0-7083-1261-6.*

This handbook provides readers who need to familiarise themselves with the socio-political register of German with a quick reference to semi-technical vocabulary of commerce, the law, politics and economics. Well over 4,000 alphabetically arranged entries appear in a typical context drawn from German 'quality' newspapers, with English translations for the headwords. Much of the vocabulary has been chosen because of neologism either in German:

> 'Ein Bruchteil des Konzerns ist *verschlankt* worden' (p. 261)

or from other languages:

> 'Die Ingewahrsamnahme von Drogenkonsumenten erschwert die Kontaktmöglichkeit zu *Dealern*' (p. 69).

Whether words like *firmieren* (p. 292) or *acquirieren* (p. 24) are used frequently enough to deserve to be included here is a matter of debate. Other selected words have new meanings or describe new phenomena or processes:

> 'Die Parteien sollten nur wenig Gebrauch davon machen, beim Bundesverfassungsgericht gegen politische Entscheidungen zu klagen da andernfalls eine problematische *Verrechtlichung* der Politik Einzug hält' (p. 260).

The entries are kept short. As for:

> **verwanzen:** 'Das Wohnzimmer war *verwanzt*' (bug) (p. 266).

The reader may, however, be forgiven if s/he first associates this with an infestation rather than a bugging device. Some other rather easy entries such as *zuweilen* (p. 292) or *absolvieren* (p. 6) seem to have slipped in through the back door. A list of common abbreviations and acromyms supplements the glossary.

This then is, on the whole, a very useful tool for students who need to work with German newspapers. As a dictionary it is easy to handle, providing precise translations with grammar kept to a minimum. It also includes additional terms and idioms formed from the headword, as well as cross-referencing. Given its title, however, it is totally mystifying why we are not told which newspapers the numerous examples have been culled from: omitting such vital information rather limits the scope of this book. Furthermore, Colin Good has compiled his volume with the aim to give people 'access to cultures and languages of their European neighbours . . . as Europe moves ever closer towards union' (p.v). Whilst on an Anglo-German level he may well fulfil his ambition, he has, with his focus on Germany alone, failed from a pluricentric point of view: his vision of a unified Europe totally ignores, to draw from his first entry, what have elsewhere been called the *'B-countries'* (p. 1), i.e. the German-speaking countries outside Germany.

Overall, however, the merits of this book outweigh its faults, and I recommend that this volume should be stocked in libraries and self-access centres.
GABRIELLE HOGAN-BRUN,
University of Bristol

Deutsch im Krankenhaus. Firnhaber-Sensen, Ulrike and Schmidt, Gabriele. *Langenscheidt, 1994. Lehr- und Arbeitsbuch: 168 pp., £17.50. Lehrerhandreichungen: 31 pp., £7.70. Cassette: £14.95 + VAT. 3-468-49426-2/ 49427-0/49428-9.*

In its publication of *Deutsch im Krankenhaus*, Langenscheidt has correctly identified the need for German language materials which are specific to the care professions. The authors set themselves the task of creating an occupational orientation in the material which offers language learners from nursing and related professions familiar environments and circumstances. These are conveyed through simple texts, clear but challenging dialogues, realistic pictures and, above all, exceptionally useful graphics and drawings.

The course materials consist of a workbook, a teacher's manual and a cassette.

The workbook is divided into 12 chapters and each chapter addresses a situation in the workday of a care provider. As the authors themselves admit, no attempt is made to teach a care profession. The objective is to provide a firm foundation of situational vocabulary and there are many opportunities for a greater understanding of German health culture. Sections typically contain listening exercises (used in conjunction with the cassette), written exercises, partner work, role plays, grammar exercises and a vocabulary page. The teacher's manual clarifies the objectives of each section and provides answers to the exercises.

The great strength of *Deutsch im Krankenhaus* is found in the diagrams and pictures. There are diagrams of clinics, hospitals and wards; drawings of the human body and various internal organs and organ systems; and pictures of surgical instruments. Learners can practise filling in samples of German hospital forms and patient charts. On a lighter side, there are even a few games to challenge the learners' expanding language skills. The unfortunate weakness of *Deutsch im Krankenhaus* is that its situational dialogues and written exercises operate on a much higher level than the grammar explanations and exercises. The authors intend the book for learners who have ideally completed *Grundstufe I*, which is entirely appropriate to the situational exercises. Grammar sections, however, assume no previous foundation. For the beginner, this would result in a great many more questions arising from the texts and dialogues than are addressed in the explanations, or indeed, are appropriate at such a stage. For the more advanced learner, the grammar sections are superfluous. On balance, *Deutsch im Krankenhaus* will serve as an excellent complement to more familiar core texts as the strengths of the materials noted above will create a much more situation-specific and therefore occupationally relevant setting for learning.

BRYAN RUPPERT
Birmingham

German Phrase Book. Travel Pack. Stanley, Carol and Goodrich, Philippa. *New edition. BBC, 1995. 228 pp., £8.99. Phrase book and cassette. 0-563-39991-0.*

Get By in German. A Quick Beginner's Course for Holiday-Makers and Business People. Kothe, Joachim. *New edition. BBC Books, 1995. xi + 192 pp. Course book: 128 pp., video book 72 pp., 1 one-hour video cassette, 2 90-minute cassettes. £29.99. 0-563-39961-9.*

Two packs from the BBC, both new editions of earlier publications, offer different approaches to basic German for the lone beginner.

In the smaller Travel Pack the phrases, with English translation and often in two columns per page, are arranged in 22 sections, under such headings as arrival in the country, road travel, telephones, shopping, business trips and entertainment, with all-purpose phrases conveniently situated inside the front and back covers. Each section begins with some brief information in English. There are no dialogues. Words and phrases appear under the rubrics 'You may see', 'You may want to say' and 'You may hear'. Surprisingly, in the shopping section there are no phrases demonstrating national currencies. Help with German pronunciation is provided, a dictionary section offers 25 pages of German–English to 45 of English–German. The grammar section is if anything too concise: for example, it looks as if *keine Männer* is the plural of *ein Mann*. The accompanying cassette is very clear and gives many of the key phrases.

The larger *Get By in German* pack is based on short dialogues, both books being attractively arranged in 6 units – Meeting People, Shopping, Finding Somewhere to Stay, Getting About, Eating Out and Down to Business. The small illustrations are jolly, but one is a crudely drawn map of the German-speaking area with Austria's eastern frontier missing. Each unit in the Course Book contains key words and phrases, dialogues, a word list, explanations, exercises and useful information. The cassettes introduce each dialogue clearly, with key words and questions designed to guide listening and then sets of questions with the title 'Can You Get By?' There are also revision questions encouragingly called 'Quickies' at the end of each unit. The video cassette consists of excerpts that are old favourites from the films of the earlier courses *Kontakte* (mid-seventies) and *Deutsch Direkt* (mid-eighties) brought together by a presenter using some English with her German. The older excerpts do show their age visually, both in film quality and in outdated fashions – clothing, hairstyles. The sound is good throughout. The video book provides the dialogues from the film, plus explanations and exercises. *Get By in German* does have the advantage of presenting the language using genuine conversations, supported by plenty of oral and written exercises (with key). The *Travel Pack* offers more vocabulary for situations not covered at all in *Get by in German*. With the help of the former, the brave beginner might, for example, hire a car, deal with an accident, complain about defective hotel equipment – or even get rid of troublesome persons.

MARSALI DENING
Bath

Marktchance Wirtschaftsdeutsch. Bolten, Jürgen. *Klett, 1993. Available through European Schoolbooks Ltd. Lehr- und Arbeitsbuch: 159 pp., £10.95. 3-126-75140-7.*

The book is aimed at students on Business Studies or Economics-related German language courses, or those working in the field of Business who are following a language course. The level indicated is 'Mittelstufe', defined as completion of 500 hours of German language tuition, and the author indicates that the book should cover about 120 hours of class activity. The course comes in three parts: the main textbook, an audio cassette, and a very useful 'Begleitheft' which contains progress tests (for photocopying) as well as the transcripts of the aural comprehension sections of the book.

The language level is taxing, and is only suitable for those who have completed A-level German or equivalent and have a firm grasp of grammatical structures. This, together with the business orientation of the book, narrows its market somewhat. The selection of texts, realia and other material gives the Business Studies student a useful insight into business practice and economic life in Germany, particularly in the new Bundesländer.

The book follows a story line, which is unusual in more advanced courses, and which is intended to retain the interest of the students. Each chapter is built around a particular theme (examples being 'Standortfaktoren – Lohnkosten – Steuern und Aufgaben' and 'Bürokommunikation – Bürotechnik'). There is a wide variety of exercises, particularly requiring productive use of German, oral and written. Some of these could be difficult for the weaker or less confident student, and a fair amount of teacher support will be required.

This is a course book which is well structured, with a clear storyline, and a range of carefully selected and graded exercises, with very useful support material. It is a useful addition to the growing number of German courses for advanced students in the Business Studies/Economics area, but it is definitely more suited to the more competent student.

PAUL HARTLEY
Coventry University

Wirtschaft aus der Zeitung. Schmitz, Werner and Martelly, Ingola. *Klett, 1993. Available through European Schoolbooks Ltd. 127 pp., £9. 95. 3-12-675231-4.*

The target users of this book are advanced students and professionals who need to extract information from the economics sections of German newspapers. The papers selected are the *Frankfurter Allgemeine*, the *Süddeutsche Zeitung*, the *Frankfurter Rundschau*, *Die Welt*, and the (weekly) *Die Zeit*. The book contains 14 sections, including 'Der Aufbau des Wirtschaftsteils ausgewählter Tageszeitungen', 'Unternehmensberichte' and 'Devisenmärkte'. The book requires a high level of competence in German – at least post-A-level.

The whole book is very newspaper-specific and economics/finance-orientated, and deals in some detail with newspaper layout and content. It is well devised and carefully and clearly structured, but only really suitable for those students and professionals with the very specific interests indicated, and would not lend itself to use as a standard advanced German course book or supplement, even for those students of German who are also following Business Studies courses. For those with a keen academic or professional interest in newspapers and finance, parts of the book make interesting reading, but the overall impression is of a book with a very restricted range of users.

PAUL HARTLEY
Coventry University

The German Language and the Real World. Sociolinguistic, Cultural and Pragmatic Perspectives on Contemporary German. Stevenson, Patrick. *Clarendon Press, 1995. xviii + 406 pp., £45. 0-19-824054-6.*

The 13 specially commissioned essays in this volume, by leading German academics, cover a wide range of topics and illustrate the lively state of current research into the sociolinguistics of the 'real' German language in the 1990s. There are contributions on the following themes: the role of German as an international language (Ammon); language and nation (Coulmas); norms and reforms (Sauer and Glück); directions of change in contemporary German (Glück and Sauer); social change and linguistic change in reunified Berlin (Schönfeld and Schlobinski); theories of sociolinguistic variation (Dittmar); intercultural communication (Rost-Ruth); institutional communication (Wodak); political discourse (Jäger); language attitudes in Austria (Moosmüller); language and gender (Hellinger); 'Jugendsprachen' (Schlobinski); language and television (Holly). All the contributions (which are in English, with German terms glossed) contain ample references to the critical literature and valuable indications on further reading. There is hardly space here to characterise the diversity of these essays further, save to say that they range from the largely descriptive (Ammon's account of the shift in the role of German, from scientific to commercial 'international language'; Hellinger's account of the strands of feminist language criticism) through the more theoretically focused (Dittmar on approaches to variation), to the politically committed Jäger's analysis of the 'essential propaganda keywords and collective symbols' in contemporary right-wing nationalist discourse, and their dissemination throughout the 'mainstream' media). They are all, however, of excellent quality. Patrick Stevenson's introductory chapter, which provides a useful overview of the main preoccupations and methods of contemporary sociolinguistic research, sensibly cuts through the terminological and theoretical problems inevitable in a collection such as this by making 'real language' the focus of the book – in order, he explains (p. 17), 'to permit discussion under one rubric of approaches to language study that are typically assigned to several separate areas or disciplines'; to 'enable a discussion of these approaches and their interrelationships without having to become too closely embroiled in definitions'; and to 'construct a framework for looking at a range of topics that all have to do with aspects of language use in the real world (whether theoretical, descriptive, or critical) . . .'. In this, the book succeeds admirably. It is an excellent reader which covers the field well and whets the appetite for more knowledge. I think it will be of practical benefit for teachers and also for students who have an active curiosity about the condition of 'real' German today, and about the way language and social context intertwine. The price may put the book beyond the reach of many school and local libraries. I hope not.

BILL DODD
University of Birmingham

Anna, Schmidt und Oskar. I. Ein Fernseh- und Videosprachkurs für Kinder. Derkow-Disselbeck, Barbara and Kirsch, Dieter. *Langenscheidt, 1993. Available through European Schoolbooks Ltd. Bilderbuch: 85 pp., £8.95. Video cassette 1: £28.95 + VAT. 3-468-96850-7.*

It is preferable to think of this as a foreign language experience rather than as a course, for, although none of the topics explored is new to the initial stages of foreign language learning, the multimedia approach is capitalised upon to allow for familiarisation with background. The materials consist of a picture book, a practice book, a hand book, an audio cassette and two video cassettes. The handbook, audio cassette and second video cassette were not available for review.

The recommended use of the materials begins with a viewing of the film. Each of the sections lasts about 15 minutes and follows the story of the relationship between a young woman, Anna, a senior citizen, Schmidt, and a dog, Oskar. During each part of the story two puppet characters, Pieps and Quatsch, recycle the language. Children then listen to the audio cassette while following the pictures in the book and realise that they can understand the gist of a story in a foreign language. The basic situation of a young person befriending and helping an initially somewhat crotchety older person, is familiar and lends itself to gentle humour. The follow-up work, if such a harsh word can be used of board games, songs and puzzles, is to be found in the practice book which is also supported by the audio cassette.

It proved not easy at first glance to know where, in the course of the story, specific foreign language functions might be found. But this highlights one of the materials' strengths: children do not often warm to the learning of a foreign language as a discrete experience and here they are not so much invited to learn German as to enjoy the story of an old man, his young friend and their dog. In so doing they explore too their own world and language through comparing them to those in the story.

It is often difficult to offer children that 'flavour' of being abroad which so many teachers rightly deem an important part of foreign language learning. Here it is made easy in the daily lives of the characters in the story. Children see, without the point being laboured, that in daily life in another European country – in the houses, food, transport and so on – there are many similarities and many differences.

Moreover the typical cultural background of German children is offered in the form of the stories they all know, stories told by a kindly old man, Schmidt, in the context of the film's own story—Rotkäppchen in the body section, die Schildbürger in the section on houses, Suppenkaspar with the food and so on.

Anna, Schmidt und Oskar offers an experience which will support the learning of German for children. It has a friendly format and uses many familiar techniques, including suggestions in the practice book for many fun ideas for use by the overworked teacher.

Lastly, and following what I feel to be the correct ethos of the book in placing the story first before the language functions, I offer a list of those topics dealt with in sections 1–13: 1 greetings and counting, 2 house and furniture, 3 food, 4 colour, 5 food (again!), 6 shopping, 7 family, 8 clothing, 9 market, 10 birthdays, 11 time, 12 body, 13 travel/transport.

DAVID PHIN
MLPS Tutor Team, Dumfries

The Key to German Grammar. For Key Stages 3 and 4. Lanzer, Harriette. *Mary Glasgow Publications, 1995. vi + 134 pp., £5.99. 0-7487-1923-7.*

German Grammar. Your Guide. Levick, Val; Radford, Glenise; McKeane, Alasdair. *Malvern Language Guides, 1994. 88 pp., £3.00. 1-898219-55-9. Only available by post from: PO Box 76, Malvern, WR14 2YP.*

Both these books were written to provide grammar support outside the classroom for pupils studying for GCSE. Although they share a similar aim, however, their approach differs greatly, reflecting the diversity of pupil needs at this level.

The Key to German Grammar presents grammar in readable language, with handy hints to aid memory, and examples of the grammar used in context. There are exercises after each grammar point and a key to these exercises at the back of the book. The book is littered with cartoon pictures which help to present and practise the grammar points, making it readable and attractive. Although the introduction suggests that the book should not be read from cover to cover, its layout lends itself to steady progression from less complex areas of grammar at the beginning to more complex areas at the end. The grammar is not exhaustive: subjects like the genitive and conditional are mentioned only briefly. The coverage is adequate, however, for GCSE, and the book spends some time explaining simply the basics needed.

German Grammar: Your Guide begins in contrast with a list of grammatical terms (including their German translations!), followed by an alphabetical listing of grammar points that would almost certainly deter the less well motivated. There are no exercises, merely examples, but the areas covered are tackled in much more detail and the scope of the book is wider: the passive and even the subjunctive are explained. The book has smaller print and no pictures, but the lists of expressions or examples in each section will prove useful for the more motivated Higher tier candidate who is prepared – and wants – to learn by rote.

Both books are affordable, although *German Grammar: Your Guide* – like the other publications in the Malvern Language Guide range – is particularly good value at £3.00. It is not their cost, however, but their suitability for pupils that will determine how teachers recommend them, and there is a clear difference between these two books. Given their features, *The Key to German Grammar* seems to be most suitable for Higher tier candidates at KS3 and less able candidates at both KS3 and KS4, while *German Grammar: Your Guide* will probably be most useful for Higher tier candidates in Year 11 and into Year 12.

HELEN WRIGHT
Bishop's Stortford College, Herts

Express Track German. A Self-Study Course for Business and Pleasure. Opitz, Hilke and Paul, Barbara. *New edition. European Schoolbooks Publishing, 1994. Includes: course book (221 pp.), 4 audio cassettes, grammar booklet. £29.95. 0-85048-155-4.*

Express Track German is designed as a self-study course, although the publishers argue its merits as a classroom or open-learning resource. The truth lies somewhere in the middle.

The sturdily presented package comprises a student's book, a grammar booklet and four audio tapes. The learning material consists of four basic units each with five subsections; each subsection contains dialogue, vocabulary, selected phrases, taped oral practice, a page of background information and a *pot-pourri* of additional exercises.

The course is demanding: an independent student new to language learning will quail at early references to 'mixed masculine noun' and 'weak masculine noun' (p. 10) and to 'predicate adjectives' (p. 11). In the latter case the learner is referred to the grammar booklet (where 'predicate' is not used); there is no cross-reference for the nouns (in fact explained on p. 38 of the booklet). The authors appear to assume greater grammatical and, indeed, cultural awareness than probably exists: the unglossed reference to Goethe is a case in point (p. 29).

The learning material is directed at the older student. The third dialogue, for instance, 'Auf der Bank,' hinges on different rates for buying and selling currency. However, the section on food and drink 'Im Restaurant' – is widely applicable, and the English-language background notes are refreshingly detailed with, *inter alia*, references to 'Schrippen,' 'Rundstücke' and 'Wecken' – regional variations of the humble 'Brötchen' (p. 69).

The tapes provide considerable material to be exploited at any level with any type of learner. The dialogues are read clearly, if unemotionally (for instance, when seven-year-old Maricus goes missing), and the exercises are suited to independent or directed language laboratory work. Just occasionally an editing lapse is apparent: the dialogue phrase 'eins nach dem anderen' is not on the tape (p. 112) and chocolate costing three marks (tape) is printed as '3.3DM' (p. 116). In addition, food items 27–30 are omitted from the list on page 71, another printing error appears on page 108.

Express Track German has something for everyone . . . with the grating exception of the short story which concludes each of the main sections. Apart from sexist overtones the male hero dreams of picking up 'bronzed and beautiful German girls' (p. 52) – the twice repeated reference to the hero's resemblance to a 'tall blond Nazi officer in some war film' (p. 52; p. 197) beggars belief. How many teachers wish their students to be exposed to such ugly and outmoded stereotyping?

PAUL GUBBINS
University College, Salford

Die Suche. Das andere Lehrwerk für Deutsch als Fremdsprache I. Eismann, V., Enzensberger, H. M., *et al. Langenscheidt, 1994. Available through European Schoolbooks Ltd. Arbeitsbuch: £15.50. Cassette 1A (2): £24.50 + VAT. Cassette 1B: £12.75 + VAT. 3-468-47600-0.*

Arbeitsbuch 1 is a useful, if not compulsory complement to the textbook which was published in 1993. In the *Arbeitsbuch*, grammar constitutes the general framework and is presented in grey boxes, followed by relevant exercises. In addition to the grammar exercises, the book contains phonetics and spelling exercises and a key to all exercises is given at the end. The index gives an overview of both the textbook's chapters and their relevant page numbers in the exercise books and an index relating to topics (e.g. 'Erde, Sonne'), morphology (e.g. 'Nomen auf -keit') and grammar (e.g. 'Syntax'). The exercises in the *Arbeitsbuch* mirror those in the textbook. they are split into three different categories: 'Wortschatz', 'Grammatik' and 'Sprechen und Schreiben'. Each of these categories have sub-divisions in which grey boxes present tables of grammatical phenomena, rules of morphology or patterns of vocabulary. The types of exercises vary from cloze tests, multiple choice exercises, pattern drills, replacement exercises to creative but controlled writing and speaking tasks. Each grammatical exercise tries to follow the communicative approach (by putting the grammatical tasks either into context or under the umbrella of one introductory question or statement), however each chapter has a variety of topics thereby introducing grammar first of all in order to give students the skills and structures necessary for the understanding and production of complex texts. The chapters and exercises are therefore grammar-based and not topic-based.

The spelling and phonetics exercises are mainly cloze tests and some are combined to listening exercises, thereby combining phonetics and spelling. The method is normally contrastive (e.g. 'Sie' versus 'sie', 'ch' versus 'sch').

The tapes (*Ein Hörspiel mit Sprechübungen* and *Übungen zur Landeskunde und Phonetik*) are of excellent technical quality with authentic background noises. Tape 1B refers to texts on 'Landeskunde' in the textbook and contains exercises on phonetics. Tapes 1A/1 and 1A/2 contain Enzenberger's texts and 'Sprechübungen' based on these texts. Enzenberger's dialogues are very well spoken and the exercises following each chapter are based on the structures of the previous dialogue, using elements of suggestopedia by having soothing music in the background. These exercises can be used as simple listening material but can also be used by repeating sentences during the following pause.

To sum up: The quantity and variety of exercises strengthen the detailed and academic approach to accurate language learning of *Die Suche*, and the *Arbeitsbuch* and tapes, in conjunction with the *Lehrbuch*, will achieve excellent results with mature, motivated and bright students in intensive courses, but many adult learners might find this book hard to digest.

PETRA WEND
Middlesex University

Thematisch 7. Photocopiable resources with audio-cassette for German beyond 16. Short, M. *et al. Mary Glasgow Publications, 1995. 80 pp., £49.99; cassette £8.75 + VAT. 00-95-5392-4*

Here we are at the seventh edition of *Thematisch*. Such longevity must be due to its having found a real niche in the market. Many teachers will, then, be conversant with its virtues and happy to continue with their subscription without probing too deeply into this latest offering.

Yet for those who are not familiar with this title a few words of description may be in order. This ringbinder consists basically of 64 photocopiable pages of authentic

German materials aimed at A-level students. There is also an accompanying cassette which plays for more than 60 minutes. These pages are equally divided into four topics – in this case: 'Mode', 'Aspekte der Nazizeit', 'Gewalt', and 'Hamburg-Profil einer Stadt'. Most pages have German text, with exercises, illustrations, and help with the key lexical items (treatment of substantival plurals here is somewhat arbitrary). Since I imagine the average teacher will regard this essentially as supplementary material, providing extra ready-processed information about contemporary Germany, one would not want necessarily to use all the sheets or expect them to be comprehensive in their coverage of the given topic. Judged from this point of view this latest *Thematisch* does the job well enough.

'Mode' is the least successful unit in that it is rather a woolly idea, which seems to have little apart from the language that is specifically German about it and needs to pad out its allotted space with an interview with Anita Pallenberg (?!). 'Aspekte der Nazizeit' can only scratch the surface of the topic, and it is not surprising to see 'die weiße Rose' forming part of it. I do, however, question how palatable today's students will find the three pages with newspaper extracts in Gothic type and I draw the line at the students being told 'Entwerfen Sie ein Wahlplakat für die NSDAP'! 'Gewalt', even if it is a sad reflection on society, presents a good mix of articles with some fairly up-to-date (1993) statistics. The unit on Hamburg presents a rounded picture and should leave the students with a clearer idea about the many sides of this worthy city.

There are one or two quibbles; in order to fit everything on the page some of the sheets seem rather congested and many of the photos are reproduced in a rather indistinct grey, thereby demanding a photocopier of the highest quality. Apart from that, however, this resource can be recommended. The cassette is somewhat lacking in atmosphere but clearly recorded and well integrated into the written texts. There is a good range of exercises (all with instructions in German), although some of the purely grammatical exercises seem a little contrived. The texts themselves comprise a mixture of letters, newspaper and magazine articles, brochures, official publications, an extract from the Bible, and some of unacknowledged origin. If the topics covered fit in with your scheme of work (and it does seem that the choice of topics is determined by teachers' requests) then there is no overriding reason why you should not consider investing here.

GEOFFREY MARTIN
John Smeaton Community High School, Leeds

Talking Business German. (G)NVQ Edition. Yeomans, Andy *et al. Stanley Thornes, 1995. Coursebook: 288 pp., £10.99. R & A File: 128–144 pp., £70.00 + VAT. 2 presentation cassettes: £23.50 + VAT. 2 consolidation cassettes: £32.90 + VAT. 0-7487-2113-4/2112-6/2114-2/2115-0.*

Experten, die sich auch auf Industrie und Geschäftsdeutsch spezialisiert haben, können sich darauf freuen, ihr erschöpftes Material mit *Talking Business German* zu ersetzen. Das gigantische Lernprogramm, welches sich aus einem Kursbuch, einer umfangreichen Arbeitsmappe und fünf Kassetten zusammensetzt, sollte dem erfahrenen Pädagogen keine Schwierigkeiten bereiten, ein reizvolles, methodisches Programm auszutüfteln. Kursbuch sowie Arbeitsmappe beinhalten ausführliche Anleitungen in Englisch. Die Anweisungen dienen zur Einführung des Kurses und bieten insbesondere Vorschläge für Lernstrategien, Gruppenaktivitäten und gut ausgewählte Arbeitsblätter von hoher Qualität, die für die Unterrichtsgestaltung kopiert werden können.

Die richtige Anwendung ist die eigentliche Idee des neu aufgebauten Kursprogramms und reflektiert die Methoden des (G)NVQ Systems, welches insbesondere in FE großen Anklang gefunden hat und bereits seit einer geraumen Zeit praktiziert wird. Dieses spezifische Programm beinhaltet die elementaren Stufen (1/2) und ermöglicht es dem Anfänger, notwendige Sprachfähigkeiten durch die verschiedenen Elemente und die

dazugehörigen Kriterien zu erlernen bzw. zu intensivieren, welches durch aktive Übungen (Lesen, Schreiben, Hören, Sprechen) erzielt wird. Der Lehrer, in diesem Fall der Assessor, unterstützt die individuellen und gruppenspezifischen Bedürfnisse, um die 'Wißbegierigen' zu einem selbständigen, positiven und erfolgreichen Lernprozeß zu verhelfen, und um auch im jeweiligen Lernabschnitt den sogenannten Bonus-, nämlich die KOMPETENZ (geprüfte Leistung) zu erhalten. (G)NVQ Informationen in Arbeitsmappe.

. . . und sind Sie auf den Geschmack gekommen oder wird Ihnen die Angelegenheit zu kompliziert? Bitte schmeißen Sie nicht sofort das Handtuch, sondern versuchen Sie das wichtigste herauszuwählen, um dem Unterrichtsstil ihre eigene persönliche Note zu verleihen – es gibt genügend Anregungen! Zum Beispiel sind das Kursbuch *Talking Business German*, und die damit verbundenen Kassetten nicht mit dem alten Schinken 'Working with German' zu vergleichen. Obwohl vieles identisch ist, wurde die gesamte Aufmachung für das neue Projekt *Talking Business German* geändert. Die zwanzig Kapitel, mit den üblichen Titeln, beinhalten eine interessant gestaltete Illustration mit Fotos, Bildern, Comics, Puzzle, Quiz, usw., sowie Texte, die dem Leser nicht nur ein Verständnis der Geschäftswelt bieten, sondern auch kulturelle Aspekte Deutschlands vermitteln. Das Erlernen der Sprache wird durch ein variiertes Programm aufgelockert, wobei auf Wortschatz (generell und geschäftlich), Satz und Strukturübungen, Integration grammatikalischer Schwerpunkte in der Themenarbeit, Betonung und Aussprache sowie Kommunikations- und Hörübungen Wert gelegt wird. Hilfreich sind die Lerntips, Programmkontrollen und ebenso die Zusammenfassungen nach jeweils drei Kapiteln, um das Gelernte noch einmal zu revidieren.

Das Angebot ist lohnenswert, verlockend und könnte die Arbeit erleichtern – nur gewußt wie!

SABINE KRÄMER-BYRNE
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Key Stage 3 German. Hawkin, Terry. *Letts Study Guide. Letts, 1995. 208 pp., £7.95. 1-85758-345-0.*

GCSE Questions and Answers. German. Book and cassette pack. Tomlins, Keith. *Letts Study Guide. Letts, 1995. 75 pp., £7.90. 185758-324-8.*

These new study guides have been updated both to explain and fit in with the requirements of the National Curriculum. The Key Stage 3 Study guide is divided into 4 sections, increasing in level of difficulty, and is topic-based, as a preparation for the GCSE exam. This book seems to me to be an improvement on previous study aids: the material is set out in an accessible fashion, while avoiding the pitfall of over-cluttered pages, although some of the black and white photos are dark and unclear. The texts, exercises and information reflect the current German-speaking world: there is a grammar section and solutions to the exercises. The cassette exercises are also well presented. Similarly, the GCSE 'Questions and Answers' seeks to explain the GCSE exam components, offers tips from examiners and provides sample papers in all skills taken from various exam boards. Answers are provided!

Of their type, these publications certainly match others on the market. As regards usefulness to pupils studying German, I have two comments. Since, by their nature, books such as these attempt to be all-embracing and are aimed at pupils of a wide range of abilities, I feel that very able pupils may not be sufficiently catered for by the Key Stage 3 Study guide. Secondly, as a teacher of the subject, I have to admit that neither book offers material that is much different in type or content from that which I use on a daily basis in class. A pupil who has been thoroughly prepared for his or her exam, and who has received a varied language learning experience in Key Stage 3 will find that the material contained in these books supports and consolidates school activities. This surely is the validity of books such as these, and is the declared aim of the authors – 'to provide home-based reference and support' (back cover). I see this type of book as being potentially more useful to a student who has had long

periods of absence or illness from school, and needs home-based activities, or to the home-schooled or expatriate child, than to students who are following a well-structured course in school. Having said that, if any of my pupils found the incentive or time to back up their school studies with a book such as this, I would certainly not discourage them! The advantage is undoubtedly in the inclusion of the cassette for use at home – most pupils don't have access to listening material other than that provided in class.

INGRID DIXON
Wycombe High School, High Wycombe, Bucks.

A-Level, AS-Level German. McKeane, Alasdair. *Longman Revise Guides. Longman, 1994. 268 pp., £9.99. 0-582-24508-7.*

Durchblick. Deutsch für die Oberstufe I. Hares, Rod; Hood, David; Berkemeier, Antje. *John Murray, 1994. Student's book: 192 pp., £9.99. Resource book: 96 pp., £27.50. 0-7195-5239-7/5240-0.*

Überblick. Hares, Rod, Hood, David; Berkemeier, Antje. *John Murray, 1994. Student's book: 192 pp., £9.99. Resource book: 96 pp., £27.50. 0-7195-5252-4/5253-2.*

All three of these publications should make their own useful contributions to the teaching and learning of German. The Longman Revision Guide, written in a clear, no-nonsense manner, is designed as a self-study tool. Its summative focus on the exam, with many examples of questions and some answers with comments, makes it a top-up resource for the later stages of the course, and yet much of its advice and explanation would be useful from the start: on managing learning resources, using a dictionary, word formation and breakdown. The list of common regular verbs, for example, is a welcome reminder for the student of what should be familiar but perhaps forgotten. It has an 80-page grammar section, and 60 pages of thematic vocabulary. Ideally every student at this level should have access to this supportive book, which meets its clearly focused aim very well. It reinforces what a well delivered course would carefully construct from the often tentative stage of GCSE achievement.

Durchblick addresses this stage and *Überblick* builds on that. It has taken time after *Panorama* (1981), *Neue Perspektiven* (1988) and *Einsicht* (1989) – the latter now rewritten in an updated edition – to produce a course which lives up to its promise of taking the learner from GCSE to A-level. It has been time well spent, as the authors show a welcome familiarity with the learner's needs and present a careful sequence of authentic materials in a way sensitive to the post-GCSE student's experience. *Durchblick* starts with the familiar theme of personal identification, introducing German teenagers, but with a realistic, adult tone ('*Diese Urlaubsliebe kann ich nicht vergessen*') and progresses through leisure and sport, school, women and work, environment, traffic and holidays.

The traffic unit exemplifies the good choice of authentic material characteristic of this course: surveys, check-lists, pamphlets, magazine and newspaper articles, and literary extracts. The diversity of register and format is accompanied by a variety of aspects which is topical and stimulating: car security, night taxis for women, drink driving, road safety, women drivers and cyclist demos. Much of this material is also on the audio cassette, transcribed in the Teachers' Resource Book, which also includes an end-of-unit assessment, a key to the Students' Book activities and exercises, and extra listening practice from the radio.

The 'Grammatik' reference section is in German and referred to in the 'Anwendung und Erweiterung' activities (e.g. 'Zum Nachschlagen: Wortstellung'). Checking the use of this for the first mention of the Imperfect, so often neglected at GCSE, we discover a simple, but accurate description of its use and some examples translated into English. With the teacher's help the grammar section, though in German, should provide a challenging and eventually satisfying experience.

Überblick, though not sequentially structured like the first part, continues with the same format but with a more watchful eye on exam-type tasks such as the 'Textbearbeitung' sections. It concludes with a case study of Leipzig and its role in the events of 1989 and 'nach der Wende', bringing the material bang up to date and creating a model for any 'Stadtprofil' which a class may wish to produce in conjunction with a study trip.

These two volumes, presenting material well chosen for its target audience and sensitive to its needs and demands, providing modular-type assessment units and wealth of listening material, could be self-sufficient, as is claimed. The topicality of its resources would only be enhanced by additional video clips – e.g. from satellite TV. As it stands it may rightly be considered the course for the 90s.

BOB WOOLLEY
S.E. Derbyshire College, Heanor

Auf Deutsch! 3. McNab, Rosie and O'Brien, Alan. *Heinemann, 1995. Evaluation Pack (pupil book, resource and assessment file, teacher's guide, 1 cassette, sample flashcards). £75.95. 0-435-38636-0.*

Auf Deutsch 3 follows the successful format of previous stages: the pupil's book contains the stimuli for core activities and is complemented by the Resource and Assessment File providing photocopiable masters for differentiated tasks as well as assessment and recording sheets, topic-based vocabulary lists, word pattern (grammar) sheets and a list of key instructions. Four cassettes and 48 reversible flashcards complete the kit, and the whole course is drawn together by a thorough, practical and user-friendly Teacher's Guide. This clear, well-written document not only explains the practicalities and purpose of each activity but also includes useful tips, for example on how to deal with a range of potential difficulties and how to incorporate IT, although the latter often assume fairly advanced IT skills on the part of both teacher and pupil as well as good access to equipment, which may be unrealistic in many schools.

The six chapters of the course, *Da sind wir wieder, Die Welt – mein Zuhause, Gesundes Leben, Aktuelles, Unterwegs* and *Schülerzeitung*, are each divided into nine double-spread units, including a set of short stimuli for reading for pleasure and a self-assessment sheet with revision page. The latter often consists of a picture sequence intended for open-ended exploitation. Several of the suggested homework tasks are also open-ended, and some encourage oral work recorded on cassette. There are interesting ideas to enliven the standard curriculum themes, for example the second chapter which moves from a geography lesson about the world through an ethical decision-making task on tourism in Australia to the usual descriptions of house and home. The final chapter encourages and supports the production of a class magazine. The materials themselves seem on the whole carefully organised, lively and well-presented, and do work towards their aim of appealing to the greater maturity of this age group. One main criticism of the pupil's book however is that it provides the vocabulary glossary in German–English only. More could also perhaps have been done to further equal opportunities issues, though some steps are made in this direction.

Few new grammatical structures are introduced at this Stage; content from previous stages is recycled and extended, such as dealing with past, present and future. All materials are fully mapped according to the National Curriculum pre-Dearing. Free replacement materials based on the revised assessment procedures are now available for registered users of Stages 1 and 2 and will also be produced for Stage 3.

On the whole, the course covers the traditional areas for this age group with a clear methodology based on presentation followed by well-explained pupil-centred activities. It also makes steps to enliven and extend the standard curriculum. In the hands of an enthusiastic teacher who is prepared to follow up such leads it could be a very useful and stimulating course.

CAROL GRAY
School of Education
University of Birmingham

News and notes

Deutschland

The newspaper, *Das Parlament*, for its edition of August 11/18 last year, parliament obviously not in session, chose **Alltag in Deutschland** as its special theme. Those who want to know more are referred to that edition, but here are two tasters:

Ein Tag in Deutschland:

Jeden Tag . . .

- . . . werden 1200 **Ehen** geschlossen und 430 Ehen gelöst
- . . . gibt es 2100 **Geburten** und 2410 **Sterbefälle**
- . . . werden 18 500 **Straftaten** begangen und 8100 aufgeklärt
- . . . werden 10 170 **Kraftfahrzeuge** neu zugelassen
- . . . passieren 6210 **Straßenverkehrsunfälle** (mit 27 Toten und 1415 Verletzten)
- . . . werden 373 Millionen **Zigaretten** geraucht
- . . . werden 125 Millionen **Telefongespräche** geführt und 47,7 Millionen **Briefe** verschickt
- . . . kommen 36 600 **Besucher** aus dem Ausland
- . . . werden **Waren und Dienste** im Wert von 9 Milliarden DM produziert
- . . . werden 1570 **Wohnungen** gebaut
- . . . gibt der **Staat** 4,8 Millionen DM aus und macht 372 Millionen DM **Schulden**
- . . . müssen die Bundesbürger 2,4 Milliarden DM **Steuern** und 1,9 Milliarden DM **Sozialabgaben** zahlen
- . . . werden 1,3 Millionen Tonnen **Energie** verbraucht und 2,4 Millionen Tonnen **CO_2** ausgestoßen
- . . . fallen 79 500 Tonnen **Hausmüll** an
- . . . **verdienen** die Bundesbürger 6,1 Milliarden DM netto, geben 5,4 Milliarden DM aus und legen 660 Millionen DM auf die hohe Kante.

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Morgens um zehn Uhr in Deutschland greift man zum **kleinen Frühstückchen**, behauptet ein namhafter Gebäckhersteller in einem Fernsehspot. Die Aussage läßt sich kaum widerlegen. Demoskopen können nachweisen, daß der Deutsche eher ein Käsebrot oder auch einen Leberkäs mit Bretzeln bevorzugt, und dieser erst um halb elf. Marktforscher können feststellen, daß das gepriesene Gebäck bislang nur von einigen Promillen aller Verbraucher erworben wurde, und dies nicht täglich. Und Soziologen werden Wert auf die Festellung legen, daß der gelegentliche Verzehr eines bestimmten Gebäcks gesellschaftlich irrelevant sei. Denn: Was Alltag ist, bestimmt jeder erst einmal für sich selbst. Auch ein Gebäckfabrikant.

Britons honoured in recent months by the Germans:

Dr Bertie Blount CB (88), scientist and noted scientific administrator, by the Max Planck Society for his contribution to re-establishing scientific research in Germany in the years after the war.

Lord Bullock (81) – better known as the historian Alan Bullock with the Commander's Cross of the Order of Merit of the Federal Republic of Germany for services to scholarship and Anglo-German friendship.

Mr Trevor Chapple (58), business development director of the Building firm Wimpey Construction Ltd, with the Commander's Cross of the Order of Merit of the Federal Republic of Germany for his distinguished work in promoting high-level trade links between Britain and Germany.

Mr George Price (68), associated for over 20 years with the engineering firm GKN, with the Commander's Cross of the Order of Merit of the Federal Republic of Germany for his distinguished work in promoting high-level trade links between Britain and Germany.

Sir Simon Rattle (41) the Shakespeare Prize for his services to the arts.

For those with access to the **Internet** some useful addresses:

..http://www-dw.gmd.de for previews of Deutsche Welle TV and radio programmes or via CompuServe in the Deutschland Online Forum (**GO GERLINE**) in the **DWINFO** section. Further information via CompuServe under the ID number **100 144,2133**.

deutsche.welle@dw.gmd.de for e-mail

Again, via CompuServe: **GO INFOGERMANY** will give you the Deutschland Info Forum. **http://www-dw.gmd.de:80/cgi-bin /listfolder/deutsch/news.html** also brings you information about Germany including contributions from Tatsachen über Deutschland. The CompuServe address of the editors of the magazine Deutschland is **100631,3426**.

DW-tv is now available to those who obtain cable TV from TeleWest.

On the initiative of Federal President Roman Herzog **January 27** is to be commemoration day for the victims of National Socialism. (January 27, 1945, was the day on which Auschwitz was liberated.)

Last year the first **Jewish primary school** for over 60 years was opened in Berlin. It is named after Heinz Galinski, the former leader of the Jewish community in Germany. Erfurt University is also to become a major centre of Jewish studies and Heidelberg's Hochschule für Jüdische Studien celebrated its 15th birthday by receiving the right to confer Ph.D. degrees.

In the Spring 1997 golden jubilee **Hanover Fair** Britain is to be a special Partner-Country. The British participation will have the theme 'A Celebration of British Beginnings'. In 1947 the British Government supported the setting-up of the first Hanover Fair.

The British scientist Professor Richard Brook, chief executive of the Engineering and Physical Sciences Research Council, based in Swindon, and Dr Martin Bangemann, a member of the European Commission, are among 16 leaders from many walks of life appointed to the committee to set up **CAESAR** (= Centre of Advanced European Studies and Research) to be based in Bonn.

Rail privatisation in Germany: The Deutsche Bahn AG (a merging of the western Deutsche Bundesbahn and the eastern Deutsche Reichsbahn) made a profit before tax of DM89m in 1994, its first year of business. Eventually the various sides of the operation (passenger services, freight and track) will be turned into public limited companies from 1997 onwards to be listed on the stock exchange, thus opening the way for private and institutional investors. In 1994 DB received investments of DM13.4bn. Since January this year local rail services have become the responsibility of the Länder. An English version of DB's annual report may be had from German Rail, Suite 4, 23 Oakhill Grove, Surbiton, Surrey KT6 6DU (0181 399 3661).

In 1995, for the second year running, **German car exports** to Japan were worth more than sales of Japanese cars in Germany. Twice as many Japanese cars were sold in Germany as German cars in Japan, but the German cars were more expensive.

Liederbestenliste vom Radiosender S2 Kultur (im Südwestfunk Journal, 1/96): 1. Joana – De Froschkaenisch, 2. Grenzgänger: Ein neues Auswandererlied; 3. Stoppok: Modern, modern; 4. Dieter Süverkrüp, Andreas Schwarz – Sich fügen heißt lügen (Der Gefangene); 5. Klaus Hoffmann Der Zorn der bösen Affen.

A video on Anglo-German relations entitled **If only we all played cricket** has been made and launched at the new German Information Centre (from which it can be obtained – applications accompanied by a s.a.e. with 79p postage), 34 Belgrave Square, London SW1X 8QB (0171 235 5033). For an up-to-date and free

catalogue of films and videos on Germany contact the Educational Distribution Service, Unit 2, Drywall Estate, Castle Road, Sittingbourne, Kent ME10 3RL (01 795 4276514).

180 000 Stichwörter und Redewendungen: den aktuellen europäischen Wortschatz in fünf wichtigen EU-Sprachen enthält eine CD-ROM des Langenscheidt-Verlags. Langenscheidts Euro-Set übersetzt ganz aktuelle Wortschöpfungen (z.B. Frühstücksfernsehen, Telefonkarte, bleifrei, Abgaskatalysator) ins Englische, Französische, Italienische und Spanische (und umgekehrt).

Das einheitliche **Standarddeutsch**, amtliche Sprache in sieben europäischen Ländern (D, A, CH, L, FL, B, I), ist Fiktion. Als Österreich am 1. Januar 1995 Mitglied der EU wurde, ist zutage getreten, daß die Österreicher nicht genau dasselbe Deutsch sprechen wie die Deutschen. Die österreichische Verhandlungsdelegation hat 23 typisch österreichische Wörter vorgelegt und darauf bestanden, daß sie künftig in dan amtlichen Texten der EU verwendet werden dürfen, neben den in Deutschland üblichen Wörtern. Zu den Austriazismen gehören Wörter wie Eierschwammerl (Pfifferling), Paradieserl (Tomaten) und Marille (Aprikose). In Österreich steckt einem ein Knödel, in der Schweiz ein Klumpen und in Deutschland ein Kloß im Hals. Übrigens: Was sind Kantüffel, Tüffel, Pudel, Erpel, Eäppel, Knulle, Abern, Arpfel, Krumbeere, Ärdäpfel, Bumser, Härdöpfu, Erdäpfel und Eschtöpfel? – Bezeichnungen für Kartoffeln in den verschiedenen Mundarten von Deutschland, vom Elsaß, von der Schweiz und Österreich.

Mit nur 16 Stimmen Mehrheit hatte die preußische Landesversammlung 1920 (also vor etwas über 75 Jahren) das **Gesetz über die Bildung einer neuen Stadtgemeinde Berlin"** angenommen. Das Gesetz vereinigte Berlin mit sieben umliegenden Städten wie Charlottenburg im Westen und Köpenick im Osten und 59 Landgemeinden sowie 27 Gutsbezirken zur Einheitsgemeinde mit 3,8 Millionen Einwohnern in den im wesentlichen heute noch bestehenden Grenzen.

Cem Özdemir (29) (Bündnis 90/die Grünen) und Leyla Onur (49) (SPD) sind Abgeordnete. Sie sind zwei neue Inländer, zwei Abgeordnete, mit denen die **multikulturelle Wirklichkeit im Deutschen Bundestag** Einzug hält.

(Information mainly from the German Embassy and the magazine Deutschland)

Österreich

(Information as usual mainly from the Bundespressedienst in Vienna)

Nach einem Umweltbericht der OECD liegt Österreich bei den **Umweltausgaben** von 1,7% des BIP (= Bruttoinlandsprodukt) gemeinsam mit Deutschland, Japan und den Niederlanden im internationalen Spitzenfeld.

Einem Wirtschaftswachstum von 29% im Zeitraum von 1980 bis 1993 steht ein Anstieg des Energieverbrauchs von nur 12% gegenüber. Damit ist Österreich auch gelungen, das Wirtschaftswachstum vom Energieverbrauch abzukoppeln.

Begünstigt durch den EU-Beitritt ist die **Inflationsrate** im August 1995 auf 2,1% zurückgegangen. Nach Angaben des Wirtschaftsforschungsinstitutes ist diese Entwicklung vor allem auf eine Verbilligung bei Bekleidung und Schuhen zurückzuführen. Dazu kommt eine starke Preissenkung bei Nahrungsmitteln seit Beginn des Jahres 1995 um bis zu 43%.

Wie aus der jüngsten europäischen Kaufkraftstatistik hevorgeht, ist **Österreich das drittreichste Land der EU.** Gemessen wurde das Bruttoinlandsprodukt pro Einwohner auf Basis der Kaufkraftstandards. Die Kaufkraft der Österreicher liegt dabei um rund 12% über dem EU-Durchschnitt. Das reichste Land ist Luxemburg, auf Rang zwei liegt Dänemark. Österreich und Belgien liegen auf Platz drei. Über die geringste Kaufkraft verfügt mit Spanien, Portugal und Griechenland die Südflanke der EU. Laut einer weiteren neuen Studie – diesmal der Weltbank – liegt Österreich weltweit hinsichtlich des Reichtums unter 192 Staaten an 16. Stelle. Als das je Einwohner reichste Land wurde Australien ermittelt, vor Kanada und Luxemburg. Die Schweiz liegt vor Japan an 4. Stelle, Deutschland auf Platz 15. Hierbei spielt nicht mehr das Pro-Kopf-Einkommen die entscheidende Rolle, sondern eine Mischung aus wirtschaftlichen, sozialen und ökologischen Faktoren.

Das **Verrottungsprodukt Kompost** eignet sich nicht nur zur Düngung, sondern kann als Filter auch viele organische Schad- und Geruchsstoffe aus der Luft entfernen. Am Institut für Verfahrens-, Brennstoff- und Umwelttechnik der Technischen Universität Wien wurde ein spezielles Verfahren entwickelt, bei welchem der Kompost zu Pellets gepreßt wird, wodurch die Wirkungsdauer derartiger Filter entscheidend verlängert und der Energieeinsatz der Filtermotoren deutlich reduziert werden kann.

Ab Dezember kann man in der steirischen Landeshauptstadt Graz in einem **Electro-Taxi** chauffiert werden. Im Rahmen eines zweijährigen Forschungsprojektes wird nun die Alltagstauglichkeit von Elektromobilen im allgemeinen und von Elektro-Taxis im speziellen getestet. Das emissionsfrei fahrende Taxi konnte durch die Verwendung einer neuentwickelten Natrium-Nickelchlorid Hochtemperatur-Batterie realisiert werden.

Die Feiern zu **1000 Jahre Österreich** bestimmen auch den Klangbogen 1996, das Sommermusik-Festival der Stadt Wien. Von Juni bis September d.J. werden unter dem Motto 1000 Jahre – 1000 Noten 163 Veranstaltungen in 18 verschiedenen Zyklen geboten, u.a. Minnesang vom Hof der Babenberger, Kompositionen der Habsburger Kaiser, Werke aus dem Barock, der Klassik und Romantik. Die Milleniumsbühne im Schloß Schönbrunn, um die täglich in einem K.u.K. Spezialitätenmarkt auch kulinarische Köstlichkeiten aus den ehemaligen österreichischen Kronländern angeboten werden, lockt mit einem von Yehudi Menuhin dirigierten Beethoven-Zyklus, K.u.K. Konzerte der Kronländer. Ein Jubiläumspaß für sämtliche Veranstaltungen kostet öS 1.000,—. Information: Klangbogen Wien, Laudongasse 29, A-1080 Wien. (0043 1 4000 8410).

Das **Wohnhaus der Familie Mozart** auf dem Salzburger Makartplatz, ursprünglich Tanzmeisterhaus genannt, wurde 1944 bei einem Bombenangriff großteils zerstört und später teilweise durch ein Bürohaus ersetzt. Am 26. Jänner d.J. wurde die originalgetreue Rekonstruktion vorgestellt. Ohne Hilfe von American Express und einer japanischen Versicherung wäre dieser Wiederaufbau nicht möglich geworden. Im Zuge der Neugestaltung sämtlicher Musikergedenkstätten in Wien wurden am 31. Jänner **Franz Schuberts Geburtshaus** (Nußdorfer Straße 54) und seine Sterbewohnung (Kettenbrückengasse 6) der Öffentlichkeit präsentiert.

Miscellaneous

August 1st 1998: that is when the **new German spelling rules** should take effect and by August 1st 2005 completely replace the old spelling. This has been agreed by the Prime Ministers of the Länder. It remains to be seen whether Austria and Switzerland will accept the reforms without modification. Nigel Belchamber from Gloucester has written to say that last summer he obtained three volumes in Germany which outline the proposed changes. They are Hermann Zabel: Die neue deutsche Rechtschreibung (Gesellschaft für deutsche Sprache, Hrsg., Niedernhausen/Ts, 1995 – ISBN 3-8068-3301-X, DM14.90), Horst Sitta: Duden, Informationen zur neuen Rechtschreibung (Dudenverlag, 1994 – ISBN 3-411-06131-6, DM5.00) and Klaus Heller: Reform der deutschen Rechtschreibung (Bertelsmann Lexikion Verlag, 1995 – ISBN 3-577-10582-8, DM5.00).

Als kleines Beispiel: *Rytmen, Frefel* und *Delfine.* Beim Studieren der neuen Rechtschreibregeln bin ich gestern Abend ein bisschen blass geworden. Der Anblick der Wörter Bibliotek, Delfin, Frefel, Gräuel, Hämorriden, Nuss, Sexappeal, Schifffahrt und Zähheit hat mich aus dem Rytmus gebracht. Im Großen und Ganzen – so wird versichert bringt die Rechtschreibreform aber Vereinfachung und damit vor allem für Tafelklassler Erleichterung. Die alten Regeln von 1901 wurden endlich ergänzt und modernisiert, die neuen bereits von allen deutschsprachigen Staaten beschlossen. Ab 1.9.1997 sollen sie in Österreich verbindlich gelten; auch wenn du dir das im Moment vielleicht nicht vorstellen kannst. (VISA Magazin 5/95)

Wir machen Sie auf die neu gegründete *Elektronische Zeitschrift* für Interkulturellen Fremdsprachenunterricht – Didaktik und Methodik im Bereich Deutsch als Fremdsprache (Herausgeber: Manfred Prokop [e-mail **Manfred.Prokop@UAlberta.ca**] und Britta Hufeisen [e-mail: **Britta.Hufeisen@UAlberta.ca**], University of Alberta, Edmonton, Canada) und ihren Call for Papers aufmerksam. Ein Entwurf des Layouts bzw. die erste Ausgabe der E-Zeitschrift exisitiert bereits, und wenn Sie wollen, können Sie sie schon elektronisch abonnieren. Netten Sie einfach zu **http://www.ualberta.ca/~german/ejournal/ejournal.html**. At the time of writing the subscription is not fixed but is described as 'low' and some articles will be free. After six months the archived parts of the magazine will be freely accessible. There should be three editions per year. E-mail the above for further details.

Publications received

Listed below, pending review where appropriate, are all publications received since the last issue of the journal (excluding those already reviewed in the current issue) which are of potential relevance to the teaching of German and German Studies.

Ausländer rein! Deutsche und Ausländer – verschiedene Herkunft, gemeinsame Zukunft. Tichy, Roland. *Piper, 1993.*

Meyers Großes Taschenlexikon in 24 Bänden. Meyers Lexikonredaktion (ed.) *Bibliographisches Institut-Taschenbuch Verlag, 1995.*

CD-Lesen. A CD-ROM for German at 14–19. Alder, John and Foote, Malcolm. *Collins Educational, 1995.*

Die Suche. Das andere Lehrwerk für Deutsch als Fremdsprache. Glossary German–English 1. Eismann, Volker *et al. Langenscheidt, 1995.*

Die Schöne ist angekommen. Ein Grammatikkrimi. Brand, Linda M. *Klett, 1995.*

Dosenschiffchen. Graded Reader. Teske, Gundi. *Dürr & Kessler, 1995.*

Duden. Das große Wörterbuch der deutschen Sprache in acht Bänden Vol. VII (Sil–Urh). Drosdowski, Günther, *et al. Dudenverlag, 1995.*

Duden. Das große Wörterbuch der deutschen Sprache in acht Bänden Vol. VIII (Uri–Zz). Drosdowski, Günther, *et al. Dudenverlag, 1995.*

Eindrücke – Einblicke. Neubearbeitung. Hörtextheft. Drochner, Karl-Heinz and Föhr, Dieter. *Langenscheidt, 1994.*

GCSE Questions and Answers. German. Tomlins, Keith *Letts Study Guide. Letts, 1995.*

German Grammar. A Practical Guide to Grammar and Usage. Dodd, Bill; Eckhard-Black, Christine; Klapper, John and Whittle, Ruth. *Routledge, 1996.*

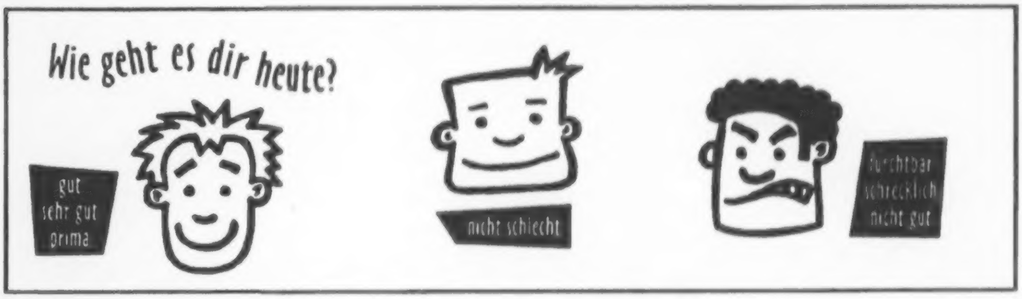
German Linguistics. An Introduction. Beedham, Christopher. *Iudicium Verlag, 1995.*

Germany in the 1990s. Hahn, H. J. (ed.) *Editions Rodopi B. V., 1995.*

Grammatik aus Texten 1. Schmidt-Weitner, Claudia and Wieland, Regina. *Max Hueber Verlag, 1995.*

Hallo, Peter – wir lernen Deutsch I. Ein Sprachkurs fur Kinder. Weisgerber, Bernhard; Böhm, Helga; Urbanek, Rüdiger. *Dürr & Kessler, 1995. Cassette.*

Kalkül und Leidenschaft. Die Epoche des Sturm und Drang. Völkel, Barbara. *Inter Nationes, 1995.*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sehr gut
prima
nicht schlecht
furchtbar
schrecklich
nicht gut

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Notes for contributors

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Contributions are expected to fall into one of these categories:

a) Articles of about 3000 words.
b) Brief (up to 1000 words) items of information, notes on innovative practice, discussion points (including those arising from previous articles).
c) Reviews usually of about 300 to 400 words (longer reviews or articles may be accepted).

The guidelines below are intended to help contributors:

Presentation
Articles should be submitted either typewritten or on computer disk (plus hard copy)

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Give full references for all sources quoted. Journal policy is to put these at the end of the article and not at the bottom of the page.

Illustrations
Photographs are particularly welcome, as are charts, diagrams and tables where relevant. Please send these at the same time as your typescript.

Timing
In order to be considered for including in the following issue, articles should normally be sent in by 1st February and 1st August. Where topicality is of the essence, shorter deadlines are possible by negotiation with the Editor.

German Committee News

Readers will be delighted to hear that Margaret Tumber, presently Chairperson of the German Committee, is to be the new President of the Association for Language Learning, succeeding Madeleine Bedford. Susanne Deneke who is currently the IDV-Kontaktperson has been elected the new Chairperson of the German Committee. Our thanks go to both for all of their sterling efforts on behalf of German teaching over the years and our best wishes as they take up their new posts.

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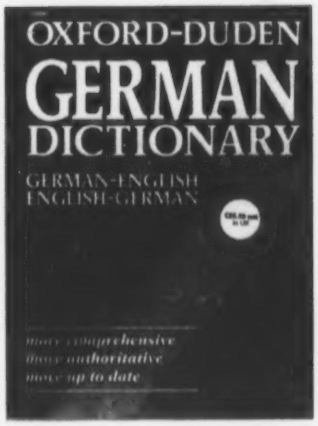
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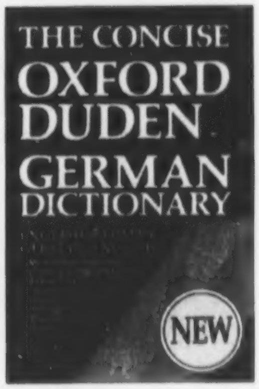
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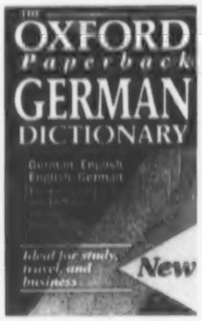
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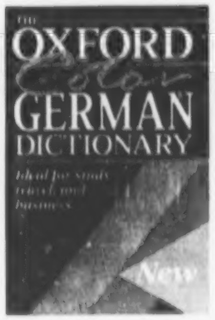
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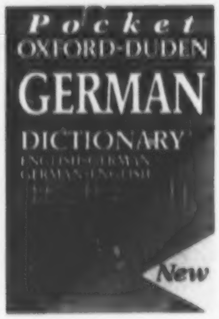
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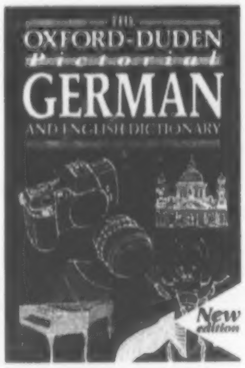
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GERMAN TEACHING
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ASSOCIATION for
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GERMAN TEACHING

The German Journal of the Association for Language Learning

'I did it my way!' – A question of motivation

Getting them off to a good start: the lead up to that first A level class

Differentiation with a difference

DECEMBER 1996
No 14

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German Teaching is published twice a year, in June and December. It is supplied to ALL members who choose it as one of their two specialist language journals in addition to *Language Learning Journal* and *Language World*, and is available on subscription to libraries and individuals.

Other journals published by the Association for Language Learning
Language Learning Journal, Francophonie, Vida Hispánica, Tuttitalia, Rusistika, Dutch Crossing, (published by the Centre for Low Countries Studies), Language World Quarterly Newsletter

Reviews: *German Teaching* aims to list and review a maximum number of new publications in the fields of language, linguistics and culture/society of the German-speaking countries.
Publications should be sent to the Reviews Editor

Advertising: Enquiries should be addressed to the Advertising Manager at the address below

Notes for contributors: See page 64

Official address: Association for Language Learning, 150 Railway Terrace, Rugby
CV21 3HN.
Tel: 01788 546443. Fax: 01788 544149

GERMAN TEACHING

ISSN 0953-4822 **December 1996** **No. 14**

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Published by
Association for
Language Learning

Printed by
Stephen Austin
& Sons Ltd

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Differentiation with a Difference

Keith Saunders
Fearnhill School,
Letchworth

Introduction

What do you think of the German language coursebooks currently on offer? Do you believe that they should provide you with everything you need and are you frustrated when they don't? Or do you treat your coursebook as just another resource – helpful at times but never the 'cure-all' that the publishers make it out to be? There is a wide choice on the market at the moment (and as somebody who has been involved in coursebook writing, I have to admit to a certain interest in the matter) but I do not think that any author would claim that their course would suit all students in all circumstances. I must confess some irritation at claims that any course 'doesn't teach the grammar', 'doesn't stretch the most able' or 'doesn't cater for my bottom set'. It has always been my firm belief that it is the teacher who does these things, and the book (and other materials) is there as something for the teacher to use. Differentiation is the buzzword at the moment and when it comes to differentiating in German classes, I hope it is the primacy of the professional in the classroom which is re-asserted in this article.

All pupils have their own preferred learning style

The first thing that strikes any beginner into the language teaching profession is that not all learners are alike. They differ in their attitudes towards the foreign culture, in their previous knowledge and in their motivation. Crucially, of course, they also differ in ability and it is on this aspect that differentiation has traditionally focused: if they are more able, put them in a top set and give them harder work. If they are less able, put them in a low set and give them easier work. This will very often be appropriate, but I would maintain that this is but one aspect to consider, for all learners differ in the way in which they learn. Much recent research has concentrated on the issue of 'learning styles'. Kolb, for example, differentiated between four different types of learner and how each type preferred to learn:

- Those who have a preference for learning from CONCRETE EXPERIENCE. They emphasise the intuitive over the systematic, and feeling ahead of thinking about problems.
- Those who have a preference for REFLECTIVE OBSERVATION. These pupils want to understand rather than to investigate the practical applications, they prefer reflection to action.
- Those who have a preference for ABSTRACT CONCEPTUALISATIONS. These pupils prefer thinking over feeling, like theories but dislike intuitive thought.
- Those who have a preference for ACTIVE EXPERIMENTATION. These learners prefer doing to thinking.

Avoiding the labelling trap

It therefore follows that any teaching which is successfully to integrate all learners into the learning process must try to take account of these extra factors. Traditional setting arrangements will have their place – but it is no use expecting this to be sufficient. Looking at what some commercial courses provide does not seem to me always to provide the answer. As a practising teacher, I do not like to use worksheets or tasks which are explicitly labelled as 'High ability' or 'Low ability' tasks: this is taking into account but one aspect of the learner's psychological make-up. Such simplistic markers appear to provide a simple solution but are in fact crude, ineffective and easily seen through by students. What is more, students very quickly realise that it is they who are being labelled by the tasks they are given, and this will demotivate. It seems to me to be my responsibility to provide appropriate differentiation for my students – after all, no class is ever the same to the one we taught last year, even if ostensibly covering the same ability range. Different pupils prefer and learn effectively from different tasks. In the words of Ruth Sutton: 'Teachers need to be aware of the various learning styles being used by pupils within a class; and they need to be able to work in various styles whilst being aware of the style that suits them best'.

What is differentiation ?

So what can one suggest? Many people believe that differentiation means 'death by worksheet', a system which involves the teacher in the preparation of many different tasks on different levels (essentially a form of differentiation by task). There are many other forms of differentiation which can be by:

- task
- text
- input
- outcome
- interest
- ability
- support and
- learning style

Briefly, these could function as follows in the languages classroom:

1. Differentiation by task: teacher uses the same material but provides a range of tasks to go with it.
2. Differentiation by text: teacher alters the text, perhaps simplifying it for some students.
3. Differentiation by input: teacher pre-teaches certain vocabulary items or structures to allow an easier way into a text or task.
4. Differentiation by outcome: teacher sets all students the same task but expects different outcomes from each (e.g. a task involving writing about oneself which could be done in 20 words or in 200).
5. Differentiation by interest: students select from a range of tasks those which interest them.
6. Differentiation by ability: students are given tasks according to their ability.
7. Differentiation by support: students may be given more or less support (e.g. from teacher, FL assistant, Sixth Form helper, dictionary or textbook).
8. Differentiation by learning style: students are either given or are allowed to select tasks according to whether they prefer listening, reading, speaking, writing, acting, making etc.

The writer of languages courses, however, has an insoluble problem: how does he/she ensure that all the students in classes 9A to 9F are catered for? The simple answer is: it can't be done! A language course cannot be expected to be lifted off the shelf and employed without any prior thought or planning with any of the whole range of classes and students who present themselves to be taught. However, I would expect a language course that I use to provide suggestions as to how differentiation might be achieved and provide appropriate materials to make that possible. And there are many successful courses on the market nowadays which do just that, with tasks that work upwards in very small steps and which include suitable tasks and materials at very low levels even in the latter stages of the course. I do not think, though, that it is the coursebook writer's task to tell me what to put in front of my group: it is an essential part of my professionalism that I make that kind of decision.

Differentiation across the four Attainment Targets

Having decided, then, that it is the teacher who must decide on the differentiation, I would like to illustrate a few examples within each attainment target.

(a) Speaking (also applicable when introducing new material)

- Break down material into small manageable chunks and start to build from there.

- Lots of listening practice before expecting oral response from students.
- Start from what students know from earlier lessons.

(b) Reading

- Number paragraphs or pages of text and ask them to scan it for certain key, simple items.
- Use true/false statements for ease of entry.
- Prepare picture clues to help with key concepts.
- Re-write material in a simpler form.
- As above, but in the wrong order. Students have to put information in the correct order. This can often rely on very simple vocabulary indeed.
- Read text aloud, or record it on tape.
- Simple matching exercises.
- Get more able students to make up true/false statements.

(c) Writing

National Curriculum Level Descriptions provide excellent 'steps' when planning for learning, progression and differentiation. Many of the suggestions for speaking are appropriate here too:

- Introducing vocabulary and practise orally.
- Simple copying of words for some, sentences for others and substitution/modelling activities for more able.

(d) Listening

Many teachers will say that Listening is the most difficult skill to differentiate. I am not sure if this is true: even with whole-class listening, there are different ways of approaching quite complicated authentic material. Teachers might wish to provide differentiation by:

- Revising key vocabulary before listening.
- Pre-teaching key new vocabulary items.
- Conducting a pre-emptive class survey, especially where the listening material includes questions asked to several speakers.
- Giving some of the answers to allow students to spot who says what.
- Giving phrases used in the recorded material which students have to put in correct order.
- Differentiating the task so that some or all students only have to listen out for basic information whereas others have to take notes on more advanced and complicated material within the same text.
- Using pause button more frequently.
- Repeating the tape more frequently (there is no law about only having two hearings, whatever the GCSE boards may say).
- Copying the tape and allowing students control of listening posts.
- Giving out a tapescript.
- Giving out a gapped transcript of the taped material.

Planning for differentiation

My emphasis on the teacher's professionalism makes certain conclusions inescapable, and the most important among them is that teachers and departments will need to plan for differentiation. I hope that the days are gone when departmental schemes of work simply gave chapter and page numbers in one coursebook to indicate what was to be covered. No coursebook can claim to fit perfectly the needs of all our 'customers' especially if, as mentioned earlier, they can vary so much from one year to the next. If one is to take differentiation seriously, it is important to indicate what knowledge, skills, concepts etc. are to be core, i.e. learned by all. Further knowledge, skills etc. can then be identified as being covered by most of the class or by perhaps only a few. Thus, when learning about hobbies for example, one can differentiate between learning the full present tense paradigm of irregular present tense verbs (perhaps only for the most able or for those who have a penchant for 'abstract conceptualisations') and expecting only about ten common phrases in first person singular (for the less able) to be learned.

The grid below is an example of how such a plan might be drawn up, in this case for teaching places in town, finding the way etc. The scheme is a familiar one to many teachers. However, because of con-

	ALL MUST	MOST SHOULD	SOME COULD
KNOWLEDGE	• recognise and be able to say 10 places in town • understand and be able to say 5 things you can do in own home town	• recognise all 30 places in town • give examples of what you can do in various different towns	• know and reproduce all 30 places in town
SKILLS	• be able to understand simple directions (left, right) • be able to give simple directions involving left, right, straight on • be able to understand what there is to do in a German town	• be able to give and understand more complicated directions (über die Brücke etc.) • describe what there is to do in town	• compare facilities in home town with a German town • be able to understand important details in tourist inf. leaflet
CONCEPTS	• masculine, feminine and neuter	• es gibt + accusative (and link back to ich habe + accusative)	• prepositions (zu, auf etc.) + dative • man kann etc. + infinitive
TASKS	One might list in this section all of the tasks from the available coursebooks, listing some of them as being accessible 'with support'	As left	As left

straints on space, this grid has necessarily had to be restricted somewhat – teachers drawing up such a plan might in addition want to:

- list all vocabulary to be learned, at least under the 'Core knowledge'
- distinguish between the four skills/attainment targets
- include other resources to be used (e.g. OHTs, flashcards, videos, etc.)
- include coverage of IT attainment targets
- list possible cross-curricular projects
- give possible assessment tasks.

Conclusion

Differentiation with a difference means catering for all of our students in a way which is flexible and does not label them as being only capable of managing certain tasks. I believe that the many good courses on the market have a great deal to offer and that we now have far more to choose from than we did even 5 years ago. There is a superabundance particularly of good quality taped material as well as authentic German reproduced in full colour. Much of what is on the market is lively and full of interesting and relevant material. However, they will never be the panacea. Teaching these days is an increasingly arduous way of earning one's living, but I do not believe that we can expect any commercial course to do our professional job for us. If differentiation means anything, it is that it is our responsibility to choose and use the material on offer carefully and with discrimination, planning schemes of work to fit the children we are currently teaching. Anything else might as well be done by a computer.

(This article is based on the talk 'Differentiation with a Difference', given by Keith Saunders and Michael Simpson at the ALL conference at York, April 1995.)

Vergangenheitsbewältigung in den *Tagesthemen*

Dr Ingo Cornils University of Leeds

Vergangenheit ohne Ende

Als Deutschlehrer in Großbritannien werden wir ständig daran erinnert, daß Vergangenheitsbewältigung eine Aktivität ohne Ende ist. Wir selbst tragen, aus sehr triftigen Gründen, dazu bei, daß das Thema weiterhin Aufnahme in den Unterricht findet. Begriffe wie *Exil, Verlorene Kindheit, Vertreibung, Versöhnung, Sonderweg, Historikerstreit, Auschwitz-Lüge* und *Heimat* sind ohne Bezug zum Komplex Vergangenheitsbewältigung isoliert. Den Begriff Vergangenheitsbewältigung einmal mehr zu definieren[1] ist hier weder Platz noch Bedarf – ich kann auf die erheblich angewachsene Forschung in diesem Bereich verweisen.[2] Gleichzeitig möchte ich Mißverständnissen vorbeugen: ich bin mir bewußt, das es viele 'Vergangenheiten' gibt, daß 'Bewältigung' verschieden interpretiert wird, und daß, um mit Alexander Kluge zu sprechen, Gefühl und Wahrnehmung von der Perspektive abhängen, und sich zudem mit der Zeit ändern können.

Ein neues Bewußtsein?

Um jedenfalls ein bißchen festen Boden unter die Füße zu bekommen, möchte ich kurz auf die Diskussion im Jahre 1989 verweisen, als wir uns an den Ausbruch des Zweiten Weltkriegs erinnerten. Damals gab es einen vergleichbaren Schub wie 1995. Die Medien und die akademische Welt beschäftigten sich lebhaft mit der Vergangenheit. Das Datum gab unter anderem den Anlaß für eine Serie von Vorträgen an der Aston University zum Thema 'Vergangenheitsbewältigung in West und Ost'. Dietrich Staritz, Professor für Politik an der Universität Mannheim, vertrat damals, vor der deutschen Einheit, eine pessimistische Haltung in bezug auf deutsche Vergangenheitsbewältigung:

> In keinem der beiden deutschen Staaten ist es den Deutschen bisher geglückt, mit ihrer Erblast produktiv umzugehen. Es ist ihnen nicht gelungen, die Tatsache der quantitativ überwältigenden und qualitativ bedrückenden Mitläuferschaft während der Hochzeit des NS-Regimes wirklich anzunehmen, und als ein Problem der eigenen Kultur, der kollektiven Identität zu verarbeiten. In beiden Gesellschaften hat sich vielmehr das seit 1945 informell vorherrschende Bewußtsein individueller und gemeinschaftlicher Nichtbetroffenheit erhalten.[3]

William Paterson äußerte sich optimistischer, und argumentierte, daß die starke intellektuelle Opposition gegen den Versuch konservativer Historiker, die Bedeutung und Einmaligkeit des Dritten Reiches zu relativieren, allerdings auf einen Fortschritt hindeutete.

Seitdem hatten wir den dreißigsten Jahrestag des Mauerbaus, die Überführung Friedrich II nach Sanssouci, die Etablierung der Gauck-Behörde, den peinlichen und glücklicherweise fehlgeschlagenen Versuch, den ersten Abschuß einer Rakete in Peenemünde zu feiern, und den Prozeß gegen Josef Schwammberger. Alles kleine Fische, und doch Gelegenheit für uns Deutsche, Betroffenheit zu entdecken.

Die vielen Reden, Vorträge und Sendungen anläßlich des fünfzigsten Jahrestages der Befreiung vom Hitler-Regime waren notwendiger Bestandteil der 'geistig-kulturellen Auseinandersetzung' und des 'gleichberechtigten Diskurses der Staatsbürger', beides nach Jürgen Habermas Voraussetzung einer erfolgreichen Vergangenheitsbewältigung. Ich glaube, daß wir jetzt echten Fortschritt sehen in der öffentlichen Diskussion, der auf einen wachsenden allgemeinen Bewußtseinswandel zurückzuführen ist. Dieser Bewußtseinswandel, und dies ist meine These, wurde zu einem erheblichen Teil von den öffentlich-rechtlichen Medien vorbereitet, die erfolgreich den Tenor der Diskussion und den Inhalt des Begriffs Vergangenheitsbewältigung verändert haben: nicht länger 'overcoming the past', sondern 'coming to terms with the past'.

Den Anstoß hierfür hat der ehemalige Bundespräsident Richard von Weizsäcker gegeben, der in seiner vielbeachteten Rede zum vierzigsten Jahrestag der deutschen Kapitulation sagte: 'Vergangenheit kann man gar nicht bewältigen, denn man kann sie ja nicht nachträglich verändern. Nur wer sich der Vergangenheit erinnert, kann ihre Wiederkehr vermeiden.' Weizsäckers moralische Autorität beeindruckte viele Deutsche, und im allgemeinen kann man wohl sagen, daß wir uns unserer Vergangenheit und unserer Verantwortung bewußt sind. Die Reaktionen auf Steven Spielbergs Film 'Schindlers Liste' und der Besuch des neuen Bundespräsidenten Roman Herzog in Israel sind Belege dafür.

Gleichzeitig wissen wir, daß sich die Dinge in den letzten Jahren dramatisch verändert haben. Deutschland ist wiedervereinigt, alte Normen existieren für einige Gruppen nicht mehr. Ein neuer Nationalstolz ist entfacht, Neo-Nazis marschieren ungehindert durch deutsche Städte, Ausländer werden gejagt und verbrannt, jüdische Synagogen und Friedhöfe werden geschändet. Die allgemeine Anerkennung einer Kollektivschuld wird zunehmend von der Neuen Rechten in Frage gestellt mit der Absicht, den Deutschen eine starke und klar definierte nationale Identität 'wiederzugeben'.

Vergangenheitsbewältigung als öffentlicher Heilungsprozeß

Es wird immer deutlicher, daß die Bewältigung der Vergangenheit, die Anerkennung des Geschehenen, die Bemühung um Sühne, Vergebung und Verständigung, wie auch die Anstrengung, eine Wiederkehr des als falsch erkannten Weges zu vermeiden, ein langwieriger Heilungsprozeß ist. Vergangenheitsbewältigung wurde uns Deutschen nach dem Krieg von den Alliierten verordnet, als ein Element der Denazifizierung. In den späten sechziger Jahren, mit der Infragestellung der Vatergeneration, gingen wir zur Selbstmedikation über, und in den späten siebziger und den achtziger Jahren organisierten wir eine Volksimpfung – Vergangenheitsbewältigung wurde zu einem festen Element der 'Erziehung zum mündigen Bürger'. Irgendwann jedoch hat die Medizin an Wirkung verloren, oder die Krankheitserreger sind immun geworden. Deutsche Schüler sind der Sache entfremdet durch die undurchdachte, seelenlose Pflichtübung im Stundenplan. Die Gesamtgesellschaft, sowieso politikverdrossen, ist wie gelähmt durch den exponentiellen Anstieg an zu verarbeitender Vergangenheit, verursacht durch die Wiedervereinigung.

Vergangenheitsbewältigung als politischer Brückenschlag

Vergangenheitsbewältigung ist zu einem zentralen politischen Thema geworden, weil sie so offenkundig nicht wie erhofft funktioniert. Sie ist eine der wenigen verbliebenen Bande der 'Gemeinsamkeit der Demokraten', des demokratischen Konsens in der Bundesrepublik, auch wenn die etablierten Parteien im Vorfeld der Feiern zum Ende des Zweiten Weltkriegs heftig darüber stritten, wie sie das Ereignis feiern sollten. Die Gemeinsamkeit wurde sichtbar 1992 in der Einsetzung der parteiübergreifenden Enquete – Kommission 'zur Aufarbeitung von Geschichte und Folgen der SED-Diktatur in Deutschland'.[4] Wenn wir nicht mehr darin übereinstimmten, daß wir die Vergangenheit nicht wiederholen dürfen, würden die Konservativen nach rechts und die Sozialdemokraten nach links driften. Der Kommission gelang es, Parteistreitigkeiten zu überbrücken. Auch die gemeinsame Front der etablierten Parteien gegen neue extreme Parteien mit

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dem Geruch einer bewältigt geglaubten Vergangenheit kann in diese Richtung interpretiert werden. (Die Niederlage der Republikaner und der Erfolg der PDS bei der Bundestagswahl 1994 könnten allerdings signalisieren, daß die Bürger durchaus zwischen den zwei Vergangenheiten zu differenzieren vermögen.) Zudem hat uns der Golfkrieg – zur Blamage derjenigen Politiker, die Deutschland 'wieder auf der Landkarte' sehen wollen – gezeigt, daß effektive Vergangenheitsbewältigung eine Vorbedingung der alten und neuen Alliierten ist auf dem langen und durchaus umstrittenen Weg zu Deutschlands neuer Rolle als 'Führungspartner'. (Ganz zu schweigen von weiteren hieraus entstehenden Fragen, z.B. inwiefern haben andere Länder gelernt, Deutschlands Vergangenheit zu bewältigen?)

Die Rolle der Medien

Die Medien in Deutschland haben regen Anteil an der hier skizzierten Diskussion, und sie sind durchaus nicht unparteiisch. Auf der einen Seite haben wir die konservative Presse und elektronische Medien, die der Meinung sind, daß es nun genug der Selbstzerfleischung sei, daß wir einen Schlußstrich unter die Vergangenheit ziehen sollten, oder, nur leicht verdeckt in der Springer-Presse, daß die Deutschen nur die Opfer unglücklicher Umstände waren und daß die Alliierten genauso Schuld auf sich geladen haben.[5]

Auf der anderen Seite haben wir diejenigen, die nicht müde werden, die Deutschen an ihre dunkle Vergangenheit zu erinnern, insbesondere den SPIEGEL (mit seinem Herausgeber Rudolf Augstein als Chefhistoriker)[6] und die ZEIT[7] bei den Printmedien und die ARD bei den elektronischen Medien. Sie sorgen dafür, daß die Diskussion lebendig und kontrovers geführt wird, was natürlich zu begrüßen ist, denn schließlich erfüllen sie mit ihren Beiträgen zur Meinungsbildung den Verfassungsauftrag. Andererseits, und dies ist ja keine deutsche Besonderheit, versuchen die Parteien ständig in die Themenauswahl der Rundfunkanstalten hineinzureden, wozu sie allerdings, und dies *ist* anders in Deutschland, durch ihre von ihnen besetzten Führungspositionen in den Rundfunkräten wesentlich besser plaziert sind.

Um herauszufinden, welchen Stellenwert Vergangenheitsbewältigung in den öffentlich-rechtlichen Rundfunkanstalten besitzt, habe ich im Vorfeld des fünfzigsten Jahrestages die Nachrichtenredaktionen des ZDF und der ARD gebeten, ein paar Fragen hinsichtlich ihrer Redaktionspolitik in bezug auf dieses Thema zu beantworten. Unter anderem fragte ich:

- wie geschieht die Auswahl der gezeigten Themen?
- ist es Redaktionspolitik, dem Thema Vergangenheitsbewältigung besondere Beachtung zu schenken?
- wenn ja, ist diese Politik umstritten?
- haben die Presenter Einfluß auf die Auswahl?
- haben Sie Erkenntnisse, wie die Berichterstattung zu diesem Thema bei Ihrem Publikum 'ankommt'?

Werner Dollmann, Chef vom Dienst für die ZDF Nachrichtenprogramme, antwortete ganz allgemein, daß Themen im Bereich Vergangenheitsbewältigung im Kontext signifikanter Jahrestage aufgegriffen würden oder, 'wenn andere aktuelle Ereignisse dazu Anlaß geben'. Eine bestimmte Strategie gäbe es nicht, die Redaktion Zeitgeschichte produzierte jedoch sehr umfangreiche Projekte, etwa die mehrteilige Reihe 'Der verdammte Krieg', einen großen Fernsehabend aus Anlaß des fünfzigsten Jahrestages des Endes des Zweiten Weltkrieges sowie einen Mehrteiler unter dem Titel 'Hitler, die Bilanz'.

Dr Helmut Reitze, Chefredakteur von ARD-aktuell, also der Redaktion, die die *Tagesschau* und die *Tagesthemen* produziert, antwortete:

> Uns ist daran gelegen, die Erinnerung an die eigene Geschichte wachzuhalten und ihre Wirkungen und Konsequenzen bis auf den heutigen Tag für das Leben von uns allen deutlich zu machen.

Wie Dollmann vertritt auch Reitze die Ansicht, daß Jahrestage automatisch Interesse verdienten, mit dem Unterschied, daß die *Tagesthemen*, wie in ARD-internen

Vereinbarungen festgelegt, einen weiter gesteckten Rahmen haben:

> Die Tagesthemen haben die Aufgabe, den Zuschauern ergänzend zu den tagesaktuellen Nachrichten Hintergrundinformationen über politische, wirtschaftliche und kulturelle Ereignisse und Entwicklungen zu vermitteln.

Als Sendung mit großem journalistischen Renomee bemühe man sich, zeitgeschichtliche Berichte ins Programm zu nehmen, eine Absicht, die oft zu Kontroversen in den Planungstreffen führe, wo schließlich alle Zulieferredaktionen der ARD daran interessiert sind, möglichst häufig mit eigenen Beiträgen präsent zu sein. Eine formulierte Redaktionspolitik, bestimmte Themen ins Programm zu nehmen, gäbe es allerdings nicht. Die Redaktion sei sich bewußt, daß Berichte über den Krieg und die unmittelbare Nachkriegszeit im besonders starken Maße die Emotionen der Zuschauer wecke, was zu viel Zuschauerpost führe, aber man habe dies, so Dr Reitze, niemals quantifiziert.

Wie man sieht, sind beide Antworten sehr vorsichtig formuliert. Dies ist kaum verwunderlich in der derzeitigen politischen Großwetterlage, wo die öffentlich-rechtlichen Rundfunkanstalten von den Parteien mit Argusaugen beobachtet werden. Zuzugeben, daß es eine eigene Redaktionspolitik in bezug auf ein kontroverses Thema gibt, würde allerdings heißen, sich eine unnötige Blöße zu geben.

Die *Tagesthemen* und die politische Meinungsbildung

Ein Gradmesser für den Stellenwert eines Themenbereiches in der gesellschaftlichen Diskussion ist die Häufigkeit, mit der er aufgegriffen wird, und die Behandlung, die dieser erfährt. Was die *Tagesthemen* angeht, kann ich ein bißchen präziser sein. Ich nehme seit 1991 diese Sendung jeden Abend auf, um daraus meine 'Video Database' für meine Vorlesung 'German Current Affairs in their Political Context' zu erstellen. Aufgrund dieser Sammlung von 'clips' hat sich bei mir der Eindruck aufgedrängt, daß diese Sendung, 'das Flagschiff des Fernsehjouralismus', sich aktiv für Vergangenheitsbewältigung einsetzt, zum Zwecke der 'öffentlichen Bewußtseinsbildung' und, möglicherweise, um einer bestimmten gesellschaftlichen Entwicklung entgegenzuwirken.

Mit Hilfe der Database, die jetzt auf dem World Wide Web eingesehen werden kann (**http://129.11.193.35**, dann 'Course Materials' und 'CAPC Video Database') kann ich ungefähr angeben, wie oft das Thema in den Tagesthemen behandelt wurde, und in welchem zeitlichen Zusammenhang zu anderen Themen (etwa Ausländerhaß oder rechtsextremistische Ausschreitungen). Eine quantitative Analyse allein hat jedoch wenig Aussagewert: sie zeigt nicht mehr, als daß das Thema für mitteilungswürdig gehalten wird, und daß die Redaktion sich ungefähr zur Hälfte mit 'alter' und 'neuer' deutscher Vergangenheit beschäftigt. Viel interessanter ist, wie mit dem Thema umgegangen wird. Hier können wir zunächst zwischen reaktiven und proaktiven Beiträgen unterscheiden. Zur ersteren Kategorie würde ich zählen:

- Beiträge aus aktuellem Anlaß (etwa die Serie von Berichten über die juristische Kontroverse, warum Widerstandskämpfer immer noch als vorbestraft gelten),
- Beiträge über die Aktivitäten der Neonazis,
- Beiträge über die jüdische Gemeinschaft in Deutschland

Obwohl eingewendet werden könnte, daß diese Anlässe nicht den gleichen Stellenwert haben wie zum Beispiel eine Debatte über den Haushalt oder die Diskussion über die deutsche Beteiligung zum Friedenseinsatz in Bosnien, sind Beiträge dieser Art 'news' in Deutschland, und alle Nachrichtensendungen nehmen sie auf.

Zur zweiten Kategorie, dem proaktiven Journalismus, würde ich Beiträge zählen, die sich explizit an die Meinungsbildung der Zuschauer wenden, seien es die Kommentare zu zeitgeschichtlichen oder aktuellen Ereignissen, die dann zum Anlaß für Bewertungen und Warnungen werden, oder Entwicklungen in Kunst und Kultur, die ihrerseits Vergangenheitsbewältigung reflektieren. Beispiele hierfür wären die Berichterstattung über Günter Grass' *Unkenrufe*, Walter Kempowskis *Echolot*, oder über die Filme *Schtonk* von Helmut Dietl, Steven Spielbergs *Schindlers Liste* oder Margarete von Trottas *Das Versprechen*. Diese Beiträge sind auf Entscheidung der Redaktion im Programm, und durchaus nicht unter dem Titel 'and finally'. Beiträge dieser Art demonstrieren, daß Vergangenheitsbewältigung als Prozeß verstanden wird, nach Meinung der Redaktion notwendig ist, und nach dem Prinzip des steten Tropfens verabreicht wird.

Natürlich sind diese Aussagen angreifbar. Vielleicht tappen die Nachrichtenmacher tatsächlich im Dunkeln über die Wirkung ihrer Produkte (obwohl die gewaltige Resonanz in der Bevölkerung etwa auf die Aufrufe des NDR zu einer Lichterdemo gegen Ausländerhaß in Hamburg ja gezeigt hat, welche Wirkung das Medium hat). Natürlich ist es auch schwierig, den Kontext, in dem die Beiträge zur Vergangenheitsbewältigung in der Sendung gelaufen sind, im Nachhinein zu rekonstruieren. Allein die hohe Anzahl der Beiträge – mehr als fünfzig zwischen Mai 1991 und Mai 1995 – deuten meiner Ansicht auf einen Trend. Auch ist es sicherlich kein Zufall, daß die Moderatoren der *Tagesthemen*, Ulrich Wickert and Sabine Christiansen, in Fernsehspots und Anzeigen gegen Ausländerfeindlichkeit auftraten, und so ihr Engagement durch aktive Parteinahme noch steigerten.

Aufklärung oder Gesundbeterei?

Warum sollte eine Nachrichtensendung so ein aufklärerisches Verhalten entwickeln? Läßt es sich allein aus der Konstellation des Rundfunkwesens in Deutschland, das ja selbst ein gerüttelt Maß an Vergangenheitsbewältigung leisten mußte, erklären? Geben sich die Nachrichtenredaktionen so engagiert und vergangenheitsbewußt, weil sie wissen, daß sie Material für das Bild liefern, daß man sich im Ausland von uns macht?

Ich glaube, daß wir hier einen Versuch der Medien sehen, aus den gängigen Schablonen der Nachrichtentradition herauszukommen, Schluß zu machen mit dem Verlautbarungsjournalismus, den 'Nachrichtenmärchen', und gleichzeitig durch Initiativen wie die im Bereich zu Vergangenheitsbewältigung eigenes Profil gewinnen. Schließlich sind die Nachrichtensendungen etablierter Teil der Gesellschaft, und, auf ihre Weise, Opfer einer Medienverdrossenheit, so wie die Parteien Opfer der Parteienverdrossenheit sind.

Man könnte allerdings auch Böses vermuten. Die Zuschauer könnten Nachrichtenprogramme als Beweis sehen, daß trotz der zunehmenden Gewalt die deutsche Seele wieder gesund ist. Medienkritiker sprechen von der Liturgisierung und Gesundbeterei auf Weisung der etablierten Parteien, mit der eine Öffentlichkeit gegen alle Erfahrung erzeugt werde. (Die Tatsache, daß Ulrich Wickert und seinem Kollegen Wolf von Lojewski vom ZDF im Februar 1995 die Goldene Kamera, ein Zuschauerpreis organisiert durch die Fernsehzeitschrift HÖR ZU, verliehen wurde, deutet ja darauf hin, daß es den Zuschauern mehr um den 'feel good factor' als um Anregung zum Nachdenken geht.)

Warum sind die Medien so fasziniert von der Vergangenheit? Weil das Ausland von uns Deutschen weiterhin Zerknirschung erwartet? Weil wir ständig in Gefahr sind, daß unter der zivilisierten Oberfläche die Vergangenheit wiederkehrt? Oder sind es die grauenvollen Bilder des Naziterrors, die noch heute die Zuschauer auf perverse Weise anziehen und so die Einschaltquoten sichern? Eine Interpretation hängt davon ab, wie wir Deutschen Vergangenheitsbewältigung in unseren Alltag und den 'normalen' politischen Diskurs integrieren. Nach einer 'Verschnaufpause' nach den Festakten und Feierlichkeiten im Frühjahr und Sommer 1995 ist die Diskussion mit der Goldhagen Debatte wieder voll entbrannt.[8] Sie wird noch lange andauern.

Notes

1. Als grobe Annäherung überzeugt mich Siegfried Kohlhammers Definition: 'Vergangenheitsbewältigung bedeutet eine angemessene moralische und politische Reaktion auf die vergangenen Verbrechen.' (S. Kohlhammer, 'Vergangenheitsbewältigung', in: MERKUR, Heft 12, 1994, S.1108).
2. Ian Buruma, *Erbschaft der Schuld. Vergangenheitsbewältigung in Deutschland und Japan*, München 1994.
   Eckhard Jesse, "Vergangenheitsbewältigung' in der Bundesrepublik Deutschland', in: *Der Staat*, (1987) 3.
   Richard Matthias Müller, *Normal-Null und die Zukunft der deutschen Vergangenheitsbewältigung. Ein Essay*, Schernfeld 1994.
   Bert Pampel, 'Was bedeutet 'Aufarbeitung der Vergangenheit'?', in: *Aus Politik und Zeitgeschichte/Das Parlament*, B 1-2/95, Bonn 1995.
   Cora Stephan, (Hrsg.), *Wir Kollobaroteure. Der Westen und die deutschen Vergangenheiten*, Reinbek 1992.
3. Dieter Staritz, 'Die 'Sieger der Geschichte' oder die 'Gnade der späten Geburt': Vom Umgang mit der gemeinsamen Erblast in Ost- und Westdeutschland', in: Roger Wood (ed), *Vergangenheitsbewältigung West und Ost*, Modern German Studies Number 6, January 1989, Aston University 1989, p.1.
4. Bert Pampel weist darauf hin, daß der Begriff 'Aufarbeitung' wesentlich nüchterner und distanzierter klingt als der sprachlich persönlichere und belastendere Begriff 'Bewältigung'. (in: 'Was bedeutet "Aufarbeitung der Vergangenheit"?', aaO).
5. Zitate aus der Serie 'Vor fünfzig Jahren' im *Hamburger Abendblatt*:
   'Der qualvolle Treck nach Westen. Die Alternative hieß: entweder auf dem Treck Hunger oder bitterer Kälte ausgesetzt zu sein, oder zu Hause abzuwarten, bis die Russen heranrücken, plündern, vergewaltigen und morden.' (9.2.95); 'Dresden – der sinnlose Tod einer Stadt. Die Briten tun sich schwer mit der Erinnerung.' (13.2.95); 'Warum? Februar 1945. Der Krieg war längst entschieden. Doch mit unerbittlicher Härte bombardierten die Alliierten weiter und zerstörten selbst kleine deutsche Städte ohne jede militärische Bedeutung.' (22.2.95).
6. z.B. 'Das ganze Volk hat versagt', DER SPIEGEL 7, 1995, (Interview mit Alfred Streim, Chef der 'Zentralen Stelle zur Aufklärung nationalsozialistischer Verbrechen' in Ludwigsburg, 'zur juristischen Bewältigung deutscher Vergangenheit').
7. z.B. Theo Sommers 'Die Vergangenheit vergeht nicht' 23/4/93; oder Jürgen Habermas' 'Die Last der doppelten Vergangenheit' 13/5/94.
8. z.B. Hans-Ulrich Wehler, 'Wie ein Stachel im Fleisch', in: Die ZEIT, 24.5.96.

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The 'Fernsehkrimi' as a language learning resource

Dr Alan Cornell University of Plymouth

Introduction

The relative ease with which German television stations – both öffentlich-rechtlich and private – can now be received in the UK via satellite makes available a vast quantity of material, only a tiny fraction of which the teacher can hope to use, and only a slightly larger fraction of which can be usefully recommended to students for self-study purposes. For there is no point in exhorting students to watch everything, and there are elements to which few would give priority in a language learning context, such as dubbed material German stations have purchased from abroad (much of it from the USA and, to a lesser extent, Britain). Restricting one's considerations to domestic German products obviously narrows the field to some extent. After this step has been taken one might wish to examine informative and documentary programmes (ranging from the regular news bulletins to such magazine programmes as *WISO*, *Kennzeichen D*, *Kontraste* and *Die Reportage*). Yet at some point one would surely also want to consider programmes whose aim is to entertain – to provide that 'Unterhaltung' which sometimes leads a rather uneasy existence in Germany when the attitudes of critics are examined.

There are now more soap operas and situation comedies on German television than before, but both these programme types are not unproblematical for learners. A soap opera normally has a serial element which may simply demand too regular a viewing commitment. The dangers of recommending comedies to any but those with an excellent command of the language and deep experience of the culture it is embedded in are familiar. Far from creating a positive attitude, comedies may simply lead to disappointment as learners fail to establish any clear link between what they hear and see and the laughter of the studio audience. A perhaps better source of enjoyable but linguistically and culturally useful entertainment is to be found in the 'Fernsehkrimi', and an advanced student of German seeking to watch non-dubbed entertainment that in essence tells a story (and usually solves a mystery) could reasonably decide to devote some attention to crime series.

Some years ago there was already a reasonable range of established programmes to choose from, notably such well-known series as *Tatort*, *Derrick*, *Der Alte*, *Der Fahnder* and *Ein Fall für zwei*. The situation has changed in that the battle for ratings has led to an even greater output of 'Fernsehkrimis', including (on ARD and ZDF, with repeats often to be found on the associated 'third programmes') *Eurocops*, *Faust*, *Die Kommissarin*, *Die Männer vom K3*, *Polizeiruf 110*, *Die Partner*, *Peter Strohm*, *Rosa Roth*, *Von Fall zu Fall*, and *Zwei Brüder* and (on the private channels) *Kommissar Rex*, *Die Straßen von Berlin*, *Wolffs Revier*, *Der König*, *Die Wache* and *Kriminaltango*.

Choosing from this wealth of material is not easy, but if the aim is to find episodes that are of interest both linguistically and as carriers of 'Landeskunde' the field can perhaps be narrowed to some extent. This is particularly the case if the 'Landeskunde' element is to encompass the regional diversity of Germany. In this article I shall restrict myself largely to considering the linguistic potential of the 'Fernsehkrimi', but it is worth mentioning two series of particular interest from a regional point of view, the long-running ARD series *Tatort* and a further ARD series shown in the same slot as *Tatort* (namely on Sunday evenings), *Polizeiruf 110*. From its inception *Tatort* drew episodes from the various stations affiliated to the ARD and thus presented 'Krimis' rooted in a particular locale with 'Kommissare' who are normally of the area, often speaking with the corresponding accent, e.g., Markowitz (Berlin), Veigl (Munich), Schimanski (Ruhrgebiet: Duisburg), Marek and Fichtl (Vienna), and Bienzle (Stuttgart). *Polizeiruf 110* was in its origins a long-running and successful series on DDR television – so successful and established, in fact, that it has been retained within the framework of the ARD. It provides episodes from the 'neue Bundesländer' that often have their own special edge as some of the grimmer sides of post-'Wende' East Germany are shown.

Linguistic issues

One might expect crime series to provide a wide range of accent and dialect variety, but in fact in many series considerable restraint is shown in exploiting this aspect of local colour. In *Derrick* and *Der Alte*, for example, both of which are set in Munich, the principal police officers speak an almost unalloyed 'Hochdeutsch', and even the criminals rarely exhibit much in the way of a Bavarian accent. The situation with *Tatort* is somewhat different, and students wishing to get their first taste of a Berlin, Bavarian or Viennese accent could do worse than watch the relevant *Tatort* episodes, which can present examples of these in a reasonably comprehensible form. Of course, these episodes are broadcast on the whole ARD network and there is no doubt an awareness that impenetrable accents and the more delphic lexical resources of some dialects may present genuine difficulties of comprehension to viewers who live in other regions. Deviations from 'Hochdeutsch' are frequent, but only to an extent that is still readily understandable beyond the immediate area in which they occur in everyday life.

In other respects the 'Fernsehkrimi' can cover a wide linguistic range by virtue of its ability to portray a number of diverse situations, for example:

- Genuine normal language in everyday situations, as used in a scene which portrays normality which is then, often violently, interrupted by the commission of a crime (e.g., small talk in a bank, a shop or between neighbours).
- Highly emotional language used in extreme situations.
- Measured and highly controlled use of language (often with considerable attention to an outward display of courtesy) in initial interviews with witnesses and potential suspects.
- Pressurising, even threatening, language in interrogation (with phrases such as 'Wollen Sie mir weismachen, daß . . . ?').
- Coarse and brutal language – the stereotypical 'Gossensprache' associated (rightly or wrongly) with the criminal and other marginal groups of society (e.g. drug-addicts).
- Humorous and ironical language as a feature of the banter common to colleagues working in what are often difficult and even dangerous situations.

If the language used in the 'Fernsehkrimi' is seen from the point of view of lexical field rather than that of situation, then clearly one area of importance is the vocabulary of crime and the law (which may emerge at a variety of style-levels, from standard/formal, e.g., 'Prostituierte' or 'eine Straftat verüben', to informal/slang, e.g., 'Nutte' or 'ein Ding drehen'). However, another linguistic resource which is perhaps of more general use to the learner than such register-specific lexis, is the use of idioms. This is in itself unsurprising since the script-writer will be seeking to incorporate into his dialogue a great deal of informal, 'authentic' spoken language, and such language is typically rich in idioms. But it represents a great opportunity for the learner to come into contact with this aspect of language in a way which – if the script-writer is sufficiently skilful – makes it come alive and impress itself on the memory, much more so than the one- or two-sentence examples given in books of idioms.

Clearly, there is rich material for linguistic study here. This might start with straightforward transcription of the soundtrack, followed by close study of the resulting script from the point of view of meaning and stylistic level (and the link between stylistic level and the ever-shifting context). The student will also require some guidance regarding the frequency of use of individual lexemes and phraseologisms outside 'criminal' contexts, and even regarding the active 'usability' of the lexical material. It is by no means all suitable for unthinking imitation.

Other learner-related issues

The linguistic aspects discussed above in themselves constitute sufficient reason for taking the 'Fernsehkrimi' seriously as a possible resource for the learner. There are a number of other points which are worth making in this connection:

- The increasing use of autonomous learning facilities means that it may be desirable to offer to learners materials that are 'light' ('trivial', as the Germans might put it), but at the same time enable them to be exposed to quite lengthy specimens of language. This is not to deny the value of news and documentary programmes, but a balanced diet may sustain the learner better.
- The 'Fernsehkrimi' offers subject-matter that is (usually) relatively undemanding in terms of abstract intellectual content, but which demands concentration if the unravelling of the mystery is to be properly followed and understood. The best-chosen episodes offer a sort of 'relaxed concentration' that can make learners particularly receptive to the language they are exposed to. Series of self-contained single episodes (the dominant pattern of the 'Fernsehkrimi') are more easily accessible than episodes from serials, whether they are short serials or such 'endless' serials as *Lindenstraße*, since exposure to previous episodes is usually unnecessary.
- This 'relaxed concentration' is aided by the fact that, if one takes a normal episode over its whole length, the average number of words per minute, to use a rough yardstick, is not excessively large and thus is not overtaxing for the learner. This is a result of the presence of sequences that involve no or very little speech (action and scene-setting sequences). When speech does occur it will often be very fast from the learner's point of view (i.e., authentic), though there will be slow-paced sequences, too (e.g. carefully worded questions during interrogation, or people speaking in a state of shock). A well-chosen episode can exhibit a rhythm of high and low language density that can alternately stretch learners and then allow them to relax.
- Transcripts are rarely readily available for 'Fernsehkrimi' episodes, and this could clearly be a drawback in some contexts. However, by its very nature, the 'Fernsehkrimi' needs to be viewed (and hopefully enjoyed) as a single unit of listening, and it is not difficult for the teacher to devise further linguistic work which does not depend on the existence of a word-for-word transcript. On the other hand, it is conceivable that the production of at least a partial transcript could be a substantial and useful project for a student or group of students.
- The choice of suitable episodes to recommend to learners for autonomous viewing (or for viewing associated with later work in class) is clearly an important issue. The expectations of, say, learners used to American or British crime series, which often have a substantial action content, must be borne in mind: there is a danger that a 60-minute crime story in a foreign language may appear plodding and merely bore the learner. On the other hand, the interest of 'Fernsehkrimis' may in fact be enhanced by the task of seeking and later discussing features that distinguish them from the learner's normal home diet. This can profitably be done as project work, with individuals or groups watching particular episodes and then reporting back to the whole class. Students can be encouraged to give well-founded (and contrastive) criticism of what they have seen, as well as providing a brief summary of the plot.
- To what extent, and in what way, watching 'Fernsehkrimis' can contribute to the learner's general image of Germany and German society is unclear. It is unlikely

that the portrayal of crime (and usually murder) will in itself produce a negative attitude to the country, especially since the constant and capricious violence of so many American series is normally absent. Interestingly, various press articles have represented police officers like Derrick as figures with a potential for disseminating a more positive image of Germany and the Germans than the usual stereotypes. In an interview Horst Tappert, the actor who has always played the part of Derrick, said:

> Wir strengen uns an, einen Beitrag zu leisten, daß Vorurteile gegenüber unserem Land abgebaut werden, daß man in Oslo, Tokio oder jetzt auch in Moskau sieht: Viele eurer Wertungen sind falsch – die Deutschen sind keine Leute, die die Hacken zusammenschlagen und ständig 'Jawoll' schreien, sondern ganz normale Bürger wie andere auch.[1]

An item on *Derrick*'s enormous success in Italy states:

> Für das Bild eines anderen Landes machen ein Köster und ein Derrick mehr als hundert Vorträge im Goethe-Institut oder ebenso viele Ministerbesuche aus Bonn. Sicher, wie reich dieser deutsche Nachbar ist, wird vorgeführt, aber ebenso die Schattenseiten dieser Gesellschaft.[2]

It may be that these positive effects are overstated here, but it is certainly the case that there is the potential for much useful discussion among students when they come to consider the question of what image of Germany they see represented in various 'Fernsehkrimi' episodes. Students returning from a period of residence abroad will also be able to comment on their perception of the extent to which the general background picture of Germany in the 'Fernsehkrimi' bears any relation to their own experience.

Conclusion

Every teacher, and indeed every student, must make up his or her mind about the extent to which TV programmes or films used in language learning include light – 'trivial' – material. Simply in terms of volume, however, the German 'Fernsehkrimi' has to be recognised as a very significant element of German popular culture, and Jürgen Kellermeier even sees the 90-minute *Tatort* as filling the gap left by a German film industry unable to adapt to popular requirements:

> So ist dem *Tatort* gelungen, was der deutsche Spielfilm seit langem nicht mehr zustandebringt: Er bietet im besten Sinne des Wortes publikumsattraktiven deutschen Unterhaltungsfilm für Millionen Zuschauer, unabhängig von Alter, Geschlecht oder Bildungsgrad.[3]

Certainly, some of the best 'Fernsehkrimis' need fear no comparison, within the terms of their own genre, with some of the crime stories of recognised literary authors – or can it really be claimed that Dürrenmatt's *Der Richter und sein Henker* (whether as a book or a film) is superior as a crime story to the best of *Tatort*? Of course, the 'Fernsehkrimi' can be criticised in other respects, as when Prümm deplores the 'parasitäres Verhältnis zur Realität', which plunders sensational topics like drugs and prostitution 'ohne sich des Themas mit wirklichem Interesse und Engagement anzunehmen, ohne jeden analytischen Zugang und ohne Erklärungsabsicht'.[4] But that is not a criticism that can be levelled only at German television crime series.

The linguistic range of the 'Fernsehkrimi' and its capacity for increasing learners' exposure to the language without overtaxing them are reasons enough for paying more attention to this aspect of German culture than has hitherto been the case. But quite apart from these language-learning considerations, the very substantial importance of the 'Fernsehkrimi' within the fictional entertainment area of German television means that it would be rash to ignore 'Fernsehkrimis' if we are to include popular culture within German studies. They are not interchangeable with the American series with which they compete. We have already seen that there are critical opinions that have been voiced on the subject of the 'Fernsehkrimi', to

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which could be added Weber's denunciation:

> Die Rezipienten werden mit einer vom Fernsehen entwickelten, nivellierenden Kriminalserien-Ästhetik abgespeist, die alle Konflikte entschärft. Es wird ein Konsens geschaffen, der niemandem wehtut und der für alle neuen Entwicklungen offen ist, solange sie sich im bestehenden Schema integrieren lassen.[5]

However, the use of a particular resource in a language-learning context does not have to involve its placid acceptance. Discussion – and criticism – of the 'Fernsehkrimi' as a significant element of popular, mass-media culture can form part of a serious course of study (just as essentially 'trivial' advertising is frequently adopted as a resource). There may also of course be contexts in which the filmic qualities of German crime series can be usefully analysed. Altogether, the 'Fernsehkrimi' is a flexible and (since the advent of satellite TV) readily available resource, from both a linguistic and cultural point of view.

Notes

1 Interview in *Rheinischer Merkur*, 23.10.87.

2 Wolfgang Saile in *Saarbrücker Zeitung*, 30.01.87.

3 J. Kellermeier, in *Tatort: 300!*, p. 6, ARD October 1994.

4 K. Prümm, 'Der Fernsehkrimi – ein Genre der Paradoxien', *Rundfunk und Fernsehen*, 35 (1987) p. 356.

5 T. Weber, *Die unterhaltsame Aufklärung: ideologiekritische Interpretation von Kriminalfernsehserien des westdeutschen Fernsehens*, Bielefeld 1992, p. 113.

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Promoting educational opportunity and the application of knowledge

'I did it my way!'—A question of motivation

Gary Chambers University of Leeds

The fab four

The following are four very special pupils. They are in year 9 of a coeducational comprehensive school and have been learning German as a second foreign language for a year and a half.

Wayne is gregarious, affable and is usually full of *joie de vivre*. He enjoys a good chat with his classmates. When asked to be quiet, he apologises, remains silent for all of two minutes and then sets off talking again. This pattern is repeated again and again until the teacher either explodes in frustration or simply capitulates. Wayne, with the best will in the world, seems incapable of following the instruction. He does not rate German very highly. He does not rate school very highly. His father has a fishmonger's stall in the local market and Wayne intends to join the family business as soon as he leaves school. He claims that his father left school at age 15 without any qualifications and is doing very well, thank you! 'Why do I need to learn German?' he asks. 'There aren't any Germans in our market. I don't need no (*sic*) German!'

Chris hates school. He hates German. The only thing in school which he regards as worthwhile and enjoyable is football. He has a very short fuse. He hurls books across the room in anger and frustration. Even though the teacher and 29 classmates see him do it, he claims innocence. He maintains that teachers pick on him. His mother believes he is right. She cannot see the point in his learning German. 'Why can't he do something useful instead, like more maths or English?'

Hannah has the face of an angel. She is not disruptive or rude. She does not speak out of turn. In fact, she does not really speak much at all. Her handwriting is almost illegible. Homework is rarely handed in on time and when it is, is either incomplete or of very poor quality. Her mother never comes to Parents' Evenings. She does not respond to letters. It is hard to tell whether Hannah enjoys German or not. Communication is usually limited to a shrug of the shoulders.

Norman is a 'loner'. He hates school. He hates German. He hates life. He bursts into tears for what appears to be no reason at all. When other boys tease him, the girls in the class feel sorry for him and try to protect and comfort him.

You may recognise some of these pupils from your own experience. You may not necessarily have a Wayne, a Chris, a Hannah or a Norman in your class but you may have pupils who display some of their characteristics and indeed other behaviours. Not all of the characteristics of the category of pupil which may be labelled as 'disaffected', 'demotivated', 'disenchanted' or 'switched off' are featured in the four descriptions. In addition pupils may have poor concentration, low self-esteem, make little or no effort to learn, reflect the 'what's the use?' syndrome, fail to respond to praise or when they do, the response is negative, distract other pupils, shout out, fail to bring materials to lessons or claim to have lost them. (See Alison 1993) This list is by no means exhaustive.

Motivating the demotivated – an example which worked

The purpose of this article is not to examine the theoretical underpinning of good practice in trying to motivate the demotivated. This has been done elsewhere. (Chambers 1993 and 1994; Clark and

Trafford 1995; Reisener 1992). The intention is rather to provide some examples of a project-orientated approach which have proven effective with Wayne, Chris, Hannah, Norman and their classmates.

It was obvious from a very early stage in their German learning experience that this year 9 group had an aversion to textbooks, indeed any reading material beyond *Just 17*, *Viz* and in two or three cases, publications of the more adult variety. Some effort had to be made to provide them with tasks which were practical, purposeful and with concrete, short-term outcomes and rewards. All very well in theory! Frau Young came to my rescue. I had met her at the school Barn Dance. She was a parent with a daughter at the school and, most importantly, a native speaker of German. I contacted her, explained my difficulty with year 9 disenchantment and we collaborated in the planning of a devious, little ruse. The topic of the unit of work to be undertaken was 'personal identification'. None of the pupils in the class had ever met a real, live German before and so I sold them the idea of inviting a native speaker whom I knew to a little party and chat, or in truth, practice in the four skills including a European and cross-curricular dimension. The good news was that we would not have to use the boring, old textbook (which is in fact far from boring and very new!). The 'bad' news was that we would have to do it all in German! I cannot claim that their cups were overflowing with enthusiasm but the general grunts and mutterings seemed to indicate a semblance of a positive response.

We discussed – in English – what would have to be written in the letter of invitation. With some help from me and a great deal of dictionary work, groups of pupils cobbled together a rough draft in German on the wordprocessor. We then collaborated in knocking off the rough edges and printed off the final version which was sent off with some anticipation to Frau Young. While we waited for Frau Young's response, – 'I bet she doesn't come!' 'I don't care. We won't understand what she says anyway! Germans speak dead fast!' – we spent the interim working on the questions we would like to ask her. These included all the questions included in any unit on personal identification:

Wie alt sind Sie? (A little rude perhaps but all in the name of German learning!)
Wo wohnen Sie?
Wohnen Sie in einer Wohnung oder in einem Haus?
Sind Sie verheiratet?
Haben Sie Kinder?
Was sind Ihre Hobbys?
usw.

We struggled a little bit with the *Sie* form, but knowing Frau Young as I did, I knew she would not be offended if the pupils demonstrated inappropriate familiarity with the *du* form. We also worked on possible answers which Frau Young may provide. It is all very well being able to ask the questions, but what was the point if we could not understand the answers? One of the boys helpfully suggested taking bets on Frau Young's potential answers. This may have been a useful exercise in promoting extrinsic motivation but I decided against it in the name of morality.

In time for the first lesson of the following week Frau Young's response arrived. The pupils fought and argued for the right to open the envelope and read the contents. How much motivation can a teacher cope with? I asked a challenging revision question (*Wie sagt man auf deutsch: 'with best wishes'?*- this was how we had finished our letter to Frau Young), and the first pupil to answer correctly (after about 10 attempts we got pretty close) opened the letter – only to find it was all written in funny, German writing! We got our heads together, however, to ascertain that Frau Young had agreed to join us. We had a week to prepare.

The pupils were quite nervous on the day of Frau Young's visit. They had worked very hard and seemed anxious not to get things wrong. Each pupil had a specific responsibility as there were so many details to be covered: welcoming Frau Young; chairing the question and answer session (*jetzt bist du dran!*); catering; taking photographs. Frau Young arrived armed with photo albums. She not only answered the pupils' (sometimes embarrassing) questions but also illustrated her answers with reference to the photographs. The pupils gathered around her and listened and looked with interest. It resembled story-telling time at primary school. (Why do we not do this in the secondary school foreign languages class?) Frau Young used simple German and spoke at an appropriate pace. When it was obvious that comprehension was being threatened by the need for unfamiliar, rather complex target language usage, she slipped into English. With consummate skill she did not allow this to become the thin edge of the wedge. Even if she had, I would not have been concerned, in view of what her input was doing for the pupils' motivation.

After about 40 minutes we transferred to the food technology department where the pupils had been busy during the lunch break preparing various cakes and fruit flans, following a recipe from *Cooking the German Way*. The *Kaffee und Kuchen* slipped down a treat! Ignore the cultural dimension at your peril! The question and answer session continued – in English – as the pupils demonstrated their curiosity in the light of what Frau Young had told them about the war, the Wall and her life in the old East. The bell for the end of school marked the end of the visit. Frau Young was thanked with a short, prepared speech in German and we exchanged *auf Wiedersehen, Tschüß* and *bis zum nächsten Mal!* To my relief, the visit had been a success.

Frau Young's VW Golf disappearing into the distance did not mark the end of the project, however. Just as we had worked on the invitation, so we had to get down to writing a letter of thanks. Once this had been wordprocessed and sent off we set to work on our photo-montage. Chris had acted as photographer and had done a fine job. He had never had such a good time in German before. The photographs were selected, mounted onto coloured card, subtitled and displayed on the wall. Once we felt that perfection had been reached, we invited the Headteacher and the Head of Year 9 to our next lesson. They were very impressed by the annotated, pictorial record of our undertaking and were suitably effusive in their praise. You could almost see the pupils' hearts swell with pride. For most of them it was the first time that a member of the school hierarchy had spoken to them in anything other than vituperative terms.

What were the indicators that the project was a success?

* Pupils had remained motivated throughout a unit which covered material which they had already dealt with in French and which is sometimes viewed as childish and tedious regarding the manner in which it is taught.
* They learned and retained the material.
* They said they wanted more of the same: 'When can Frau Young come back?' 'Do you know any other Germans?' 'I thought Germans were all fat and dead boring but they're not, are they?
* They had collaborated successfully, taken responsibility seriously and were proud of the products of their efforts.
* They appeared more interested and enthusiastic on their return to 'traditional' German lessons: they asked more questions about how to say certain English expressions in German; they wanted to know more about German life and culture; they wanted to meet more native speakers.

Why had the project been a success?

* The 'normal' approach to teaching and learning German had been adjusted to obviate the need for a textbook (in the foreground at least).
* The pupils recognised that their learning had a real purpose.
* We practised all four attainment targets: listening to a native speaker for a real purpose; speaking to an authentic, German listener for a real purpose; reading authentic material for a real purpose; writing to an authentic readership for a real purpose.
* The inclusion of the cultural dimension: this applied not only to Frau Young's input but also the *Kaffee und Kuchen* prepared from a German recipe book.
* The cross curricular dimension: the wordprocessing; the photography; the

presentation of the wall display; the preparing of the *Kaffee und Kuchen;* the social skills in the negotiation, collaboration and team work.

* The positive feedback from authority figures.

* It may seem sacrilegious – but the use of English played an important role in the pupils retaining 'ownership' of the contents of the letters, the questions they wanted to ask and the structure and content of the visit. This could not have been done had German been used almost exclusively as the language of classroom interaction. This does not mean, however, that the target language was neglected, far from it. I would even suggest that more quality German was used because the pupils were aware of why they needed it, approved of the enterprise and therefore were committed to it. So often the focus is on the quantity used in the classroom (most coming from the teacher). In this case the emphasis was on pupil-centred quality.

But 'every silver lining has a cloud!'

The project described above was a 'one-off'. Although other similar projects have been tackled since the initial success, it is acknowledged that it is not practicable for the scheme of work to consist of this type of exercise exclusively. The teacher simply does not have enough hours in the day or fuel in the tank to sustain that. My big worry was that the positive attitudes to German and the Germans which were engendered by Frau Young's visit might dissipate if something were not done, if not to maintain pupils' enthusiasm – a tall and arguably unrealistic order –, then to refresh it at intervals. What follows are two approaches which seem to have worked.

Local Hero

I happened to be listening to a radio programme where Alan Smith, centre forward for Arsenal Football Club at that time, was being interviewed. He mentioned that he had been studying for a degree in French and German prior to signing for Leicester City. My ears immediately pricked up! Given that the school was in the Arsenal 'catchment area' here was the opportunity to provide some disaffected German-learning teenagers with a role-model with an interest in foreign languages. It was a long shot, I know, but I wrote to 'the 30 goals a season man' at Highbury inviting him to join one of our lessons to provide the pupils with an insight into his foreign language learning experience, why he had opted for languages and to what extent they had been useful to him in his career. To my amazement he responded in the affirmative. Now I was really worried. Quite apart from the natural apprehension about setting up such a high profile visit, I also had to consider the fact that 50% of the pupils were supporters of Arsenal's deadly local rivals, Tottenham. If the situation were not handled properly, I could find myself with a riot on my hands!

For the day of the visit I had booked the large lecture theatre so that it could accommodate all of the year 9 pupils and those in year 10 who were available. Alan Smith arrived and was introduced to the audience. The reaction of the pupils, both the Arsenal and Tottenham fans, was strange. I don't think they had honestly believed that the real Alan Smith was coming. It would probably be a look-alike or a different Alan Smith from the Arsenal third eleven. No! It was really him – in the flesh. After the introduction we had 40 minutes of questions and answers relating to Alan's experience of languages at school, why he had taken A-level languages and then started a degree. He told of how useful his foreign language competence had been in his football career, especially when playing in Europe, not least in his confrontations with referees and over-zealous German defenders. He advised pupils to take their languages seriously as we were becoming increasingly integrated into Europe and could well be at a disadvantage on the jobs' front without them. He told them of how much fun he had had in learning French and German, in meeting target language speakers, especially those from the Eastern Block for example, with whom he shared German as the common language.

Alan Smith did a wonderful marketing job for languages. Interestingly, he said nothing that I had not said to the pupils a hundred times before. This time they listened, however, and appeared to take it all in. The difference appeared to be that Alan Smith was a real person and a success in life, as opposed to a little Irish teacher with a moustache! I did not feel offended by this realisation. So long as the message had got through, my sensitivities could take the strain.

BMW versus Nissan Micra

Chris had left the school two years previously. Having taken A-level German he went straight into an attractive job at Deutsche Bank. I bumped into him on a shopping expedition one weekend and he updated me on his progress. He told me of the courses he had been on in Germany and how he used his German on a daily basis. I asked him if he would be likely to have an afternoon free to share his experiences with the current year 9. He agreed.

On the agreed day, at the appointed time, Chris arrived at the school in a gleaming, bright red BMW. He had the insensitivity to park it next to my clapped out, dirty white Nissan Micra. As he and I walked to the front of the lecture theatre, the girls in particular were taken by this handsome, young man in the Armani suit, silk tie and without a hair out of place. The boys too seemed impressed by the fact that Chris' car, appearance, body language and confident demeanour seemed to say, 'I have made it!' and that was after only two years in the real world and in spite of having opted for German at school!

Again Chris told the pupils nothing that they did not know already. His German competence had helped get him a job which he enjoyed enormously, rewarded him handsomely, allowed him to travel the world and gave him access to a wide range of (largely German speaking) people. He had no regrets about opting for German and shared with the pupils some of the anecdotes from his school experience, much to my embarrassment. Again he had done a good sales job on my behalf. Again he was worth listening to because he was from the real world, was devastatingly good-looking and had a nice car as opposed to me, who – well my self-concept had been sufficiently shattered!

Conclusion

What I have endeavoured to describe above are three of a number of attempts made to stimulate and refresh the interest of pupils who might be described as 'demotivated' or 'disaffected'. Such an approach may be appropriate to all pupils, not just the 'switched-off'. We all flag a little from time to time, for one reason or another, regardless of our commitment or level of ability, and need something to regenerate our enthusiasm. It is important to note, however, that I make no claims for the 'transferability' of the above. The exercises worked for me and my pupils in our teaching and learning context. It may be very different for you in your school.

Why did the approach seem to work? Frau Young's visit was underpinned by the hunch that pupils learn because they perceive what is to be learned as useful and/or enjoyable. They were given short-term goals and specific responsibilities in accordance with what they thought they were good at; their opinions were valued; everything they did had a purpose; their efforts were recognised and praised. The visits of Alan Smith and Chris had a different aim. In this case the focus was not on a specific unit of work but on the whole point of learning a language. The pupils needed role-models who could show them that their investment in learning German (and other languages) had the potential of a real pay-off in the long term.

You may claim not to have a Frau Young, an Alan Smith or a Chris but I bet you have. I suggest that we do not exploit our environment enough in our foreign language teaching. German, Germany and the Germans are all around us. How many companies within 20 miles of your school have links with Germany? In my present vicinity, it is 65. The local library provided me with a list of names, addresses and phone numbers. This must have enormous potential for making our teaching more practical, meaningful and vocational. Do you have a local delicatessen, restaurant or clothes shop, for example, which is run by a native speaker? We have a delicatessen with a coffee shop in the rear where the owner is only too happy to work with the pupils on little projects. We do not need to pretend we are in a German café. We have one just up the road. It is only practicable to adopt the above approach on an infrequent basis. It is important, however, in motivational terms, to abandon the textbook from time to time. Alternative resources are on the doorstep. Have a look!

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Getting them off to a good start: the lead-up to that first A level class.

Ann Barnes University of Warwick

'Bridging the gap'

There has been a lot of discussion in the past few years about 'bridging the gap' (see, for example, Thorogood and King, 1991, Graham & Powell, 1992, Clark, 1993, Brumfit, 1995). It has become something of a cliché. Indeed, a recent OFSTED report highlighted this as an issue:

> 'Sixth form students are generally competent linguistically, but the range of attainment is wide and some experience considerable difficulty in the transition from Key Stage 4.' (*MFL, A review of inspection findings, 1993/4*).

This gap from GCSE to A level has appeared to some teachers more like a chasm for virtually all students beginning A level languages, whilst to others it has been more specifically a problem for those students embarking on an A level course with a 'C' grade (or in a few cases, a 'D' grade) at GCSE.

The challenge of meeting the needs of all students at the beginning of an advanced course has naturally existed for a long time, and will merely change, not disappear with the advent of new style GCSE and A level syllabuses and examinations. If one adds to this the number of school sixth-forms which now conduct many foreign language classes in consortia with neighbouring schools, as well as the variety of the language learning experience students have had who come to a Sixth Form or FE college, the challenge facing A level teachers, especially in the first term, is all the greater. On the one hand, there is pressure to 'recruit' students on to post-16 courses in sufficient numbers and to ensure they complete their chosen options rather than becoming mere 'drop out' statistics, while on the other, improved success in public examinations is, of course, increasing in importance, not least for reasons of funding. There is all the more urgency therefore for the students to make well-informed choices. There is no reason or excuse, neither from the student nor from the teacher, for a student to be shocked at what they experience when embarking on an advanced language course.

It is to be hoped the students will be motivated and perhaps even, who knows, pleasantly surprised by some aspects of the course, but there should be enough reliable information prior to the start of the course available for them to make realistic decisions about their choice of subjects. This could include, for example, what sort of language will be covered, what learning opportunities are on offer, whether the course includes literature or if it has a more vocational slant. It does not always appear to be the case that such information is available, acted upon or appropriate to the needs of pupils. A recent article noted the following about A level students:

> 'Scott Pugh chose English and French because he had enjoyed them at GCSE and achieved high grades. [. . .] Amy Powell [. . .] will take French, English and History, with which she achieved three As in GCSE. "There was no advice given on what A levels to take. I just chose what I was good at." ' [. . .] 'When lower sixth formers from two comprehensives were asked for their views, most said they picked subjects they liked, were best at, and that they thought would stand them in good stead for the future. However, some admit to steering clear of science, maths or modern languages because they fear they will be too hard.' (*TES*, 22.9.95)

This article will try to address how best language teachers can 'get students off to a good start' – or at least give them every possible opportunity to do so. One element necessary in making a good start involves knowing exactly what it is they are starting on, which direction they are going in, and that they have done everything possible to prepare themselves for the course. The gap must begin to be bridged before the course starts and the process continued during that very first lesson.

Expectations

Teachers often expect a great deal from the new A level students, even assuming perhaps that they have somehow magically improved in the intervening months since their (mostly very successful) GCSE examinations. It is, of course, very unusual if not impossible for a department to be able to have much language input in the months leading up to the start of the A level course, and there is no guarantee the pupils will visit the target language country – so what has in fact usually happened over the summer is that the student has not transformed her or himself into that mythical creature known as 'the A level student', but has, of course, regressed linguistically after a period of relative inertia.

Unsurprisingly, this extended period of linguistic inactivity provokes both anticipation and anxiety on the part of the student. Research has shown (Graham & Powell, 1992) that these anxieties are wide-ranging and cover all four skills, with 'reading a text without a dictionary' being the worry most often cited. These anxieties also give an insight into what students expect their A level course to be like. It is surely over-optimistic to expect these students, therefore, to 'slot into' A level style work immediately. Of course, as is now widely acknowledged, the new A level student has acquired certain skills providing a basis for further study, albeit not on the same basis as that stemming from an O level candidate years ago where there was a greater match perhaps between pre-16 and post-16 courses. The changes in A level syllabuses may, of course, bring about a closer match with the new GCSE in England and Wales.

Whatever students' abilities or anxieties, surely the most important aim for the teacher in the initial encounters must be to build up students' confidence. Confidence can grow through being as well-prepared as possible so they can benefit from the course and achieve their maximum potential. What must also be remembered is that the majority of students embarking on an A level course do want to enjoy it and do want to succeed. This initial enthusiasm must be captured and exploited. How can such confidence and enthusiasm be established before the students opt for an advanced language course? At this point, it may be relevant to assess the impact A level languages have in your institution by analysing your department's performance in the following areas.

A level languages - how are they perceived and with what effect?

- What sort of information do students get before they start the course?

  Do all students receive this information, or only those who request it? Is the information 'user-friendly'/paper-based/presented 'live'?

  Does the information concentrate on the examination format, and, if so, don't 'Reading Comprehension' or 'Oral', for example, merely imply the familiar GCSE type question to most pupils? Do they assume their advanced study is going to be like GCSE?

- What impression of A level languages is gained lower down the school/in feeder schools?

  Step into the shoes of a Year 10 or 11 pupil – would A level languages in your institution appear (a) Interesting? (b) Achievable? (c) Boring? (d) Exciting? (e) Very academic? Would they notice A level languages even exist? What could be done about the impression given?

- When they have chosen the course, do you find out why they have made this choice?

Course booklet

Depending upon your responses to the questions above, there may be a need for more, and more accessible, information to be made available to potential students. All too often, courses are shrouded in secrecy, not necessarily deliberately, but with the result that students do not always see a clear path or progression to their lessons. Lower down the school, teachers are encouraged to share the aims of the lesson or block of lessons with the pupils and to set goals. This approach is just as appropriate, of course, at a more advanced level. Teachers expect to see course content clearly set out before spending INSET money, and consumers expect detailed information on fuel consumption or rental charges before making a purchase.

One practical way of presenting expectations for the course as a whole is through a course booklet. It is, of course, not to be recommended that every lesson becomes predictable by being described in detail in a guide and that no surprises remain for the students. This would, obviously, be counter-productive. But the aims and objectives of the course need to be clear to everyone, making progress (or indeed lack of it) more transparent and understandable. A sense of direction is provided by detailing the topics and work to be covered and in the event of a student experiencing problems, the shared aims make discussion of these difficulties more straightforward since a common reference point is available.

Of course there has to be a certain degree of flexibility to a course, to adapt to current affairs events, for example, but to give pupils an overview of the course is highly advantageous. Without this, they are left with nothing concrete to which they can refer, and the course only ever seems to achieve a vague form perhaps only beginning to make sense and fit into a whole when it is at an end. Such a booklet is specific to the institution, and, while obviously incorporating information from the syllabus for example, is far more personal and relevant.

The course booklet could form the basis of the first lesson, followed by an activity. It could take the form of a log book, with space for students to tick off topics, texts etc. It is therefore a reference and a guide for them. It is also their first A level target language 'text' (although it may not be presented wholly in the target language – see below) and fulfils one communicative aim immediately – the information gap. This information is of immediate relevance to them; there is a need to know.

Such a booklet could contain the following sections (titles in German):

Willkommen!

A section explaining the purpose of the guide, outlining the exam briefly, and stressing the importance of seeking help if something is unclear during the course.

How should you organise your work?

How to record vocabulary correctly, what sections can be started in a file, where to keep different types of handout etc. Well-organised work will at least help with linguistic progression.

Homework

How all four skills will be incorporated into the homework schedule, how it will be explained, how often and when it is due, time to be allocated. This section should also stress that learning is part of homework too.

Topics to be covered

Presented in target language, in the order to be tackled during the course, with reassuringly manageable titles – die Familie, die Arbeit. If the students understand the title, the topic becomes immediately less threatening.

Literary texts

Presented briefly with the reassurance that the whole text is not read in a week. All too often A level students are not aware of which texts are coming up and are frightened of such long chunks of target language.

What will be done in lessons

The variety of activities to be experienced, from debate to authentic texts to making radio programmes.

Assessment

Tests, more formal examinations, reviews and reports. How language learning is a gradual build-up, where new expressions need to be incorporated into what you know and then used actively.

What's expected of you?

The need for organisation and hard work, where to turn for help and support, possible extra language activities, the provision of a questionnaire at the end of each year or module of the course for comments.

A booklet designed along these lines was used recently as part of INSET sessions carried out with A level language teachers and PGCE students in the Midlands and many more elements were suggested for possible inclusion in the guide, as well as issues around its presentation. One of the main topics discussed was whether the guide should be written in German or English, or a mixture of both. On the whole, a mixture was preferred. This would mean that readily accessible information is presented in German as in the list of topics to be covered, and other sections, for example on study skills, to be presented in English.

Other sections could include:

- Tips on improving language skills – e.g. vocabulary learning strategies, reading strategies.
- Practical details such as the length of course and timetable.
- Expectations – both their own and those of the teacher.
- Bibliography – including non-book materials and resources in the library, reference works, word processing facilities, etc.
- Information on the teachers for the course (perhaps especially important in a consortium), possibly with descriptions of their life so far in languages and other details, in the target language.
- Details on lessons with the Foreign Language Assistant (if there is one!).
- External activities and exchanges.
- Career prospects and some information of how previous students have fared.
- Opinions of ex-students with quotations (in the target language!)
- Texts to be studied (if appropriate), with a target language resumé or review, if possible written by students already on the course.
- Using monolingual dictionaries.

The booklet should, of course, be interesting, well-presented and above all, useful. The personal snippets – for example from past and present students, FLAs, teachers or exchange students – make it far more appealing and 'readable' initially, but its ultimate usefulness is gauged by how often it is referred to during the course. The tone needs to be encouraging, but realistic, throughout.

Providing benchmarks

There is, of course, no point pretending to the new A level student that the course is going to be easy, or that it will all be fun. This would not only be patronising, but, quite understandably, would be unlikely to breed success at the end of the two years. To this end, the aims of the course must be made clear, but also that these aims, while demanding, are achievable if the work is done properly. A course booklet as described above can help to provide a framework, but more precise guidance is needed for students to achieve their potential in the various aspects of the course.

At the very beginning of a course information regarding the actual format of the examinations is perhaps almost irrelevant. The aims of the course (outlined in the syllabuses) are more appropriate. In these aims, students are not faced with dry information on the number of words they will have to produce in two hours, but with more positive information on what they should actually be able to do with the language at the end of the course. This is much more encouraging, and surely more justifiable. After all, we do not want to be assessment led; concentrating primarily on the skills to be developed and knowledge to be gained is far more positive and less intimidating. Too much talk of the examination at the beginning could also be destructive. The aim should be, of course, to set achievable goals, not create intimidating barriers.

How can these goals be made clear and realistic? Students should not leave after the first lesson feeling overwhelmed, but neither should they feel it is all going to be extremely easy. Expectations need to be made clear for both the course as a whole and for its individual aspects. Providing students with 'benchmarks' is one possibility.

To take one example, of a 'benchmark', the following could be used, where definitions of good, bad and 'middling' pieces of work are provided. In this way, the criteria become more obvious. Students can identify with the description that applies to them and the desired outcome becomes more concrete, without actual pieces of students' work being presented to the others. Initially, the task alone could be presented, and the students themselves must explain how they would proceed. The framework can, of course, be adapted for topic, level of language, etc.

Write a letter to a German magazine (approximately 250 words) saying why you think it's important we look after our environment.

A Write a letter which is set out like a letter and uses lots of impressive phrases and vocabulary which is relevant to the theme of the environment. Argue your case by providing examples of how the environment suffers if we don't look after it, and give suggestions for what we can do to help. Be convincing and interesting. Check your spellings and grammar thoroughly, and write legibly. Write about 250 words. Hand it in on time and work on your errors carefully. Ask about any you don't understand.

C Write a letter which looks reasonably like a letter although it's not clear you're writing to a magazine. Describe quite a lot of environmental problems and write about a few things you could do to help, but don't make it clear how the two link together. Use some of the phrases you've learnt, but use many of them repeatedly. Check bits of spelling, but don't bother too much with everything. Include some grammar mistakes that you always put in for good measure. Stick basically to sentence structures that you know and love and don't worry if you have written over four sides – it looks impressive after all! Hand it in on time, but don't look at your mistakes too long.

U Write a couple of short paragraphs that look nothing like a letter and where you've thrown in a couple of words to do with the environment. Don't bother giving an argument, just provide a list, and definitely don't add any subordinate clauses or anything complicated like that. Translate any sentence you think of into German without looking anything up, or if you do look anything up, choose the first word given. Make sure whoever reads it won't know what you're talking about. Don't worry about checking the grammar. Hand it in late on a scrap of paper.

The first A level lesson

What actually happens in the first lesson depends to a great extent on how well you know the students already. Even if your intake is all from your own Year 11, your knowledge will depend on who taught which groups. If the students come from several feeder schools or if you are in a consortium with another school or schools, then there is even less chance of knowing them well. You will probably not know what needs revising and what needs learning from scratch! Depending on the situation the students may not even know each other, let alone the course.

The following illustration is true, although I trust you will read it with disbelief! A student once described her first

A level French lesson. The teacher wrote her own name on the board, followed by the format of the exam, i.e. 20% for listening etc. She then told them that A level languages had been proven to be the hardest A levels going, that many of her students in the past few years had had to give up because they weren't coping, that GCSE was no real preparation for doing A level, and by the way, vocabulary tests were every Monday and they'd better copy down the way the exam worked into their books. I am positive most first lessons do not proceed in that way, but are there any guiding principles which could help?

Students need to feel immediately comfortable in the A level class. They are going to be participating in discussion, representing their opinions, acting in role-plays and debates. A tense, intimidating atmosphere will restrict their progress. They need to be reassured that they CAN achieve and succeed and that the work is not suddenly going to escalate in difficulty. They will probably need to get to know each other (see above) and of course, they also need interaction with you the teacher! They must have something to DO in the first lesson. Listening to information about the syllabus is not stimulating. Active participation getting to know the other students IS if the group is made up of students who do not all know each other. Similarly, the students are curious, for example, about the type of activity they will be experiencing during the A level course. If something positive is done immediately, the impression will last. In the course of this first lesson, they could be provided with a course booklet, such as the one described above.

The language topic of the first lesson, of course, needs to provide the chance for them to refresh their pre-16 course vocabulary and structures. They should not, of course, be confronted by a lot of 'unknowns'. Whichever topic is chosen, perhaps holidays or freetime, or school and education, the activities need to start at a fairly basic level. These could include brainstorms on, for example, types of accommodation, or categorising holidays according to certain criteria. More advanced language could then be gradually introduced through deciding on the advantages and disadvantages of certain holiday resorts or packages, where more sophisticated phrases 'infiltrate' into the students' utterances involving the giving of opinions, for example. On a small scale, this process demonstrates the move from the more transactional (pre-16) language to more creative and personal language. Gradually, and certainly not all in the first lesson, more abstract notions can be introduced, perhaps why holidays or their equivalent may be necessary in life.

Conclusion

It is clear that the first advanced language lesson should be representative of the course as a whole, and also be reassuring and stimulating for the students. Teachers need to be aware of how much of an impact this lesson will have on the students' attitudes and consequently on their achievements for the rest of the course. Perhaps the philosophy should be 'Start as you mean to go on!'

This article is based on INSET sessions based at the Language Centre, University of Warwick, and the Comenius Centre, Birmingham during 1995-6. Thanks to the participating teachers and PGCE students for their comments and suggestions on the ideas described.

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Taking the books off the shelf: Strategies for using *Bücherregal*

Steven Fawkes BBC Education

Introduction

What do our younger pupils read in their own time? Indeed, do they read anything at all? How can we language teachers respond to the requirements of our curricular documents to develop pupils' interest in reading for pleasure when we have the obstacle of decoding a foreign language to add to the common belief that the young are not a literary generation? How can we begin to develop readers' confidence that they can cope with a page of foreign language text for long enough to begin to enjoy what it says? These were the sorts of questions being asked at the outset of the *Bücherregal* project, which brought together Thomas Nelson & Sons, BBC Education (radio and publishing), many teachers, writers, designers and actors interested in making a package which would have appeal to learners in their first years of learning German, and which would serve a purpose for the teacher.

The purpose of this article is to outline the practical issues involved in planning for the difficult situation where learners have *high expectations* but *limited knowledge*, and teachers are pressurised by both *curricular needs* and *skill development*. There are many issues connected with introducing learners to extended reading and to using a foreign language reading scheme; first among them is motivation, a concern to try to match young learners' limited exposure to the target language, especially in a literary context, with their comparatively sophisticated tastes and very critical eye. In order to discover what sort of reading interests teenagers have, Nelson carried out some research, finding that the favourite genres included:

- comedy (Quentin Blake, Jim Davis, Terry Pratchett)
- non-fiction
- adventure
- ghost and horror stories
- detective stories
- fantasy and science fiction (Roald Dahl, Tolkien)
- teenage issues & romance (Judy Blume, Sue Townsend)

and that the appearance of the book (in terms of its cover, illustration etc.) is of considerable importance in attracting the young reader's attention. Publications that look like school work are not attractive to the 'pleasure' principle.

Consequently, the brief for the books in the *Bücherregal* scheme was geared towards the style of the books, as much as to attention to the language level. They had to be visually attractive, but also look like real books, while the selected authors had to have awareness of the relevant genres as well as, of course, experience in teaching German to pupils at Key Stage 3. In addition, some of the stories were to have a specific cultural dimension to them, reflecting different areas where German is spoken, and finally, the authors had to bear in mind the sound of their stories, as the radio/audio element of the project was to be of particular significance, in order to support the development of reading confidence and strategies.

The background to the project lies in several requirements of the various curricular documents for learners from quite early stages to *'read a variety of materials with increasing confidence and independence . . .'*,[1] and also *'to listen, read or view for personal interest and enjoyment . . .'*.[2]

Issues to do with reading are further underlined by recent reports from OFSTED on developments still to be made in this area, and on the continuing need to develop activities which lead from reading into a different skill activity.

'. . . reading, in particular the development of independent reading of books, was generally neglected; writing was often limited in range.'[3]

The purpose of the remainder of this article is to consider how young readers might be encouraged to begin looking at longer and more varied texts in the foreign language classroom.

Two issues for the learner and the teacher:

- Early readers, in particular, need to be able to feel they can look at a page and recognise a large proportion of words they see at the outset. The prospect of having to look up every other word in order to decode the text is far from motivating!
- Before young readers can begin to operate independently with extended reading materials, they will often need to build up their own confidence and the teacher's confidence that they are getting something worthwhile out of a reading session, rather than just sitting there staring into space.

Exploitation strategies for developing reading confidence

Consequently, it may be that we wish to consider using some strategies **with the whole class or group** before presenting individuals with texts to read. These strategies could highlight some routes into the text, and provide guidance on what is and is not important. Some of these activities, such as the following, may take place outside the language lesson itself, in a Library Skills lesson, for instance, in order to underline that reading is a generic skill.

Many aids to comprehension and to the enjoyability of a text come from the contextual clues, as well as from the words themselves. In order to illustrate this it may be useful to look at a cartoon story from which all the text has been removed (by using liquid paper on a photocopy and then converting it into an OHT, for example). The point will emerge that the reader can interpret the events of a story quite clearly from the illustrations alone, thus begging the question: 'So what are the words for?' Answers will possibly include notions such as: 'They make it funnier, or more dramatic'; 'They add more detail' or 'They make it more lively'. Readers can then be encouraged to think that they will be able to get something out of a text, without trying to translate it word-for-word, but that attention to the written text will add something considerable to the experience.

Generic skills of reference can also be rehearsed in such a library session, with one particular focus of attention being the continuum of bilingual dictionary skills:

- knowing the alphabet.
- sorting words into alphabetical order by initial letter (i.e. all words beginning with 'c' go together).
- sorting words into dictionary alphabetical order (i.e. words beginning 'ca' come before words beginning 'ce' etc.).
- finding the right half of the bilingual dictionary.
- finding individual words in the dictionary: e.g. nouns, adverbs, infinitives (words that do not decline or change too much).
- finding individual words in the dictionary: e.g. adjectives, verbs (words that do change when conjugated or inflected).
- knowing what you're looking for in the dictionary (ignoring elements you don't need, such as phonetic spelling, derivation or part of speech reference).
- cross-referencing.
- interpreting the definition(s) in the dictionary, and knowing what to do with it.

Not all of these skills need to be developed before readers can begin to look at the texts themselves, and some may well be more relevant when the reader has already begun to explore texts successfully and pleasurably.

Looking at a text in class

Before learners try as individuals to make their own selections from a reading scheme or to find their way through an entire text by themselves, some whole class activities in the MFL classroom can also be introduced, even from an early stage, to encourage specific skill development. Good Primary practice in introducing children to books and reading sometimes involves the teacher using a large-sized book to present ideas to a group of children before they move on to individual work with a normal volume. The publication of such large-sized books is clearly a matter of great expense for publishers; however, an alternative may be to make use of equipment now often available in the MFL classroom, the OHP, in conjunction with pages from a reading book photocopied on to transparencies. This allows the teacher to focus on particular areas of the page, by covering others up, or to support interpretation of the text by pointing at the relevant area of the illustration.

Research on Tape Assisted Reading suggests that it is 'successful when age/ interest-related'. The link between the sound of the words and their written form is important at all stages of learning a language. As the texts of the *Bücherregal* stories are available in a mixed-media format, including an audio version, complete with the support of sound effects, the printed text and large illustrations, they lend themselves to a multisensory approach, appropriate at this level. It might be helpful to use a single (short) item on OHT or in the books alongside the audio cassette in order to prepare the first steps into the printed text. Some of the following strategies could be useful at various levels to develop specific skills.

(Examples are from the *Bücherregal* comic fantasy story *'Die Unterbetter'* pages 6 and 7 illustrated below*)*.

In order to match sounds and written form:

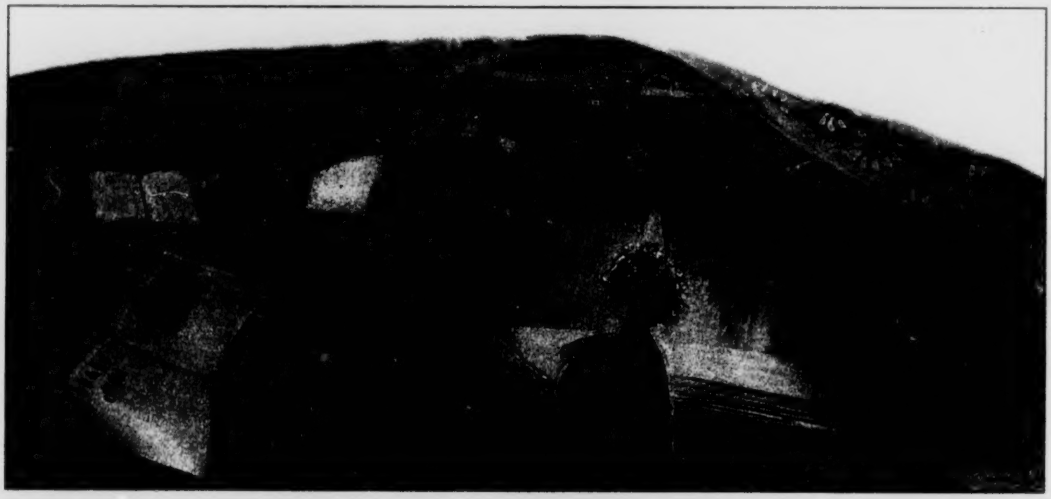
- Start with individual words that are familiar orally to the class, and look at them in the text. Practise using the alphabet. (Can you find . . . 'Buch'? What does it look like?).
- Focus on the pronunciation of certain groupings of letters to show the link of phoneme and grapheme. Flashcards with certain frequent letter combinations can be used here. ('ch'. What sound does this group of letters make? Which group of letters make the sound 'ie' as in 'die Unterbetter'?).
- Pick out new words with similar letter combinations in order to develop pronunciation skills ('besuchen'; 'sieht').
- Look similarly at groups of words, phrases and then short sentences.

In order to develop reading skills

- Focus on capital letters ('Welt', 'Schlafzimmer'. What do they show?).
- Look at the longer words ('Vollmilchschokolade', 'Unterbetterfamilie'. How can they be split up? How do they sound? What others can you make up?).

In order to address grammatical concepts

- Focus on gender clues ('**Der** Unterbetter und **die** Hinterdusch**erin**').
- Demonstrate families of words including prefixes. ('Der **Unter**better und



die **Hinter**duscherin'). Suffixes can also be observed, here in the context of nationalities.

In order to support comprehension

- Point out context clues (e.g. the illustrations of 'Zeitschriften' and 'Papierkorb').
- Use the audio story which provides hints about the scale of the characters through its use of little voices and which uses sound effects to underline the events.
- The pace of the audio story also makes it easier to hint at redundant words in the text.
- Prepare for meeting 'common little words' (by checking that 'der, die, das, den, und, er, sie' are familiar).
- Rehearse reference skills by encouraging use of the glossary at the back of the book (or of a dictionary) to find unfamiliar words such as 'Bettdecken'.

Activities to prepare and to follow up

There are many individual activities linked to these strategies. Some are most appropriate in preparing to read a text; others accompany and focus the reading activity; others still are extension activities to follow up the reading.

- Look at the illustration to a page and brainstorm the sort of vocabulary likely to be used in the text.
- List the brainstormed words to provide a personalised glossary.
- Listen to part of the text and follow on the page.
- Listen, follow and fill a gap by reading aloud when the tape is paused.
- Listen, read and interpret from the sound effect clue.
- Listen, follow and guess the meaning of a word from context.
- Listen, read and look up a word.
- Comment on what has been read.
- Write a brief review.
- Describe a character or place.
- Prepare a précis, based on key words from the text.
- Prepare a new scene for the story, in speech or writing.

(A page of creative spin-off activities is included in each of the books.)

If pupils are reading in pairs or groups, they might:

- Develop a tutoring system of reading aloud, offering peer support.
- Read and rehearse the story in their own style (possibly for performance.)

These steps are intended to support young readers in developing confidence in dealing with extended text, in order that, eventually they will be ready for '*. . . selecting simple texts . . .*'[2]

The *Bücherregal* pack as a whole aims to provide a range of stories from which readers can select.

Gold (Level One)
Stürmisches Wetter The comic story of a weather reporter.
Bedrohte Tiere Non-fiction for animal-lovers.
Eine Reise durch die Zeit Historical fantasy.
Planet Blaue Sonne Science Fiction.
Spuren im Schnee Detective adventure story.

Rot (Level Two)
Giftpilze Adventure featuring teenagers, mushrooms and the cat!
Die Unterbetter What is life like under the bed in the teenager's room?
Der Skikurs Adventure in the mountains.
Der Sportfan Sports trivia in a competition setting.
Kinderstar What happens to child stars as they grow up?

Schwarz (Level Three)
Das Gespenst Ghost story set in reunified Germany.
Der Käfer The history of the VW through several generations.
Norbert Norbert seeks revenge in this comic story.
Mustafas Geschichte Gastarbeiter issues from a young person's point of view.
Aus dem Leben eines Teenagers An exchange of letters explores the changes in a teenage girl's life.

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Bücherregal is a series of 15 radio stories available on 3 cassettes, accompanied by 15 full colour readers published jointly by BBC Education and Thomas Nelson and Sons.

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Starting them young: reading and the new German A level

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The background

In September 1996 examining boards launched the new mode of German A level in which the response to literary texts is expected in the target language. It is easy to describe the change, less straightforward to outline what the boards expect from the sixth-form reader of literature. For example, the ULEAC 'Topics and Texts' paper seems to move but a short distance from the old prescriptions; the candidate could, if s/he wished (and if s/he had been correspondingly prepared) answer two texts, with dictionary and text alongside them in the exam room. The single text is still the agreed focus. Character, form and themes constitute the framework of study. But more liberty is accorded to teacher and pupil in this new syllabus, in that the paper does not function solely as a test of the reading of single literary texts. The candidate could answer one question on a text and one on a general topic (e.g., 'Die Welt der Arbeit', 'Deutschland: 1939–1953', 'Brecht – Leben und Werk'). Furthermore, the candidate might avoid the 'single text' test altogether by answering two questions on topics. Indeed, a candidate opting for coursework would effectively set up his or her own programme of study and range of texts. Thus the needs of students now seem potentially diverse – in some circumstances, a student may still need to show in-depth knowledge of the inner workings of an individual text; in others, as in a 'literary topic', a much broader experience of the works of one writer is pre-supposed, with correspondingly diminished focus on the details of individual plots and characters.

A new methodology?

It was often said of the 'old' A levels that literature teaching was forced to adopt a methodology, borrowed from English, that had no place in any other part of the secondary school modern languages teaching programme. However, the idea of proposing a single 'new' methodology for the teaching of literary texts inherent to modern languages as a discipline does not seem much more plausible. Only an eclectic approach will enable teachers to cope with the various activities set by the exam boards in the name of literature. Indeed, it seems sensible to prepare students by the end of GCSE to handle several ways of working with literature. The focus of an article like this has to shift, from recommending that teachers prepare candidates via the study of a particular canon of texts in a particular way, to setting out what skills and experience 16-year-old pupils might be expected to have acquired before they even start reading texts in their A level German programme. What is more, to plan 'from the bottom up', demonstrating that A level German is an *extension* of what is done earlier in the school and not a different animal altogether, may help us win more takers for A level courses.

Years 9–11

We must take advantage of the fact that there is now no incongruity about the way literature is tested at A level: answers will be in the target language, just as in the vast majority of other exercises pupils attempt throughout their school career. Throughout the GCSE programme, pupils can be encouraged to react to and assess, in German, what they have read. This takes its earliest shape in review exercises provided with simple readers like *Lesezeichen* (Heinemann); pupils are encouraged to follow up their reading of even a cartoon strip by responding to the question 'Was meinst du?'. This is done by ticking boxes labelled 'Prima', 'Interessant', or 'Langweilig'. Pupils can, additionally, add 'Andere Bemerkungen'. What matters is that there is scope for a longer response if the pupil wants to provide it. As time goes on, especially in the year before GCSE, a more developed (and settled) format can be provided for the review of reading. Wolfgang Simon, in *Mitschnitte: Anregungen zur Arbeit mit Lese-, Hör- und Videotexten im DaF-Unterricht* (Klett: Munich, 1993), suggests a proforma with which students can become comfortable and familiar, and for which they can acquire an increasing range of critical vocabulary. This is an adapted version.

EINE GESCHICHTE, DIE ICH GELESEN HABE

1 Wichtige Details der Geschichte:

WO?

WER?

WAS?

WANN?

WARUM?

WOZU?

WIE?

2 Die Handlung [ganz kurz]

3 Lernt man von der Geschichte etwas über das Leben?

4 Unbekannte Wörter . . .	und was sie (vielleicht) bedeuten

5 Schreibe einen Kommentar zu dem Text, in dem du die Lektüre des Artikels empfiehlst (oder auch nicht).

The specific requirements of this sort of worksheet have to be explicitly prepared, of course. Question-words need to be known well and the student must be ready to offer something in the way of an opinion or evaluation for point 3 – but there is no suggestion that this need be long-winded. The important thing is to perform the activity regularly, from which it follows that pupils must read regularly. The existence of an 'Unbekannte Wörter' section induces us to make one strategic decision about texts and, in turn, offers us an important bonus. The decision is that texts used in connection with this worksheet should in the first instance be short; if they were too long or difficult, the task of seeking out new words would lose its value through becoming demoralising. The bonus is that we will be requiring our pupils to work with dictionaries, a practice with which pupils have to be made acquainted in time for the new GCSE format. This, too, has to be prepared, and a pack of exercises such as *Dictionary Skills, German* (Philip Horsfall – Language Centre Publications, Leamington Spa) sets pupils off from the very beginning and would need to be used at an early stage in the teaching of reading.

The choice of texts for the end of year 10 and throughout year 11 is critical. The importance of brevity and of a manageable compass has already been made clear. Subject-matter needs to be thought about, too. Rainer Kunze's volume *Die wunderbaren Jahre* (Fischer: Frankfurt, 1976) contains short texts, often of about half a page, but what is more pertinent is that they have adolescents as their theme and substance. The appropriateness of the content and the pithy, concentrated nature of the form make the texts well suited to investigation using the Wolfgang Simon-style worksheet. If the teacher wishes to move beyond this short text format, the Langenscheidt volume *Lesen, na und? Ein literarisches Arbeitsbuch für die ersten Jahre Deutsch* (Langenscheidt: Berlin and Munich, 1987) provides much material which can be used with brighter pupils from year 10 onwards. 'Der Mann, der nie zu spät kam' by Paul Maar is typical in that the student's reading of the story is prepared (or 'vorentlastet') via a series of directed questions and then reviewed and developed with subsequent exercises. The next step might be a story such as 'Masken' by Max von der Grün, in *Prosa der Gegenwart: A Collection of Contemporary German Prose,* edited by Gudrun Isaak and Susan Ray (Langenscheidt: Berlin and Munich, 1985), which takes young readers into an area where subject-matter certainly grows in complexity (a couple who have not met for some years bump into each other on Cologne station and proceed to delude each other about their respective careers, prospects and feelings). We are still only dealing with a few pages, and the Langenscheidt edition offers help with German–English vocabulary (in the margin) and language manipulation and comprehension exercises (at the end).

Whenever the above reading-matter is introduced, its content and the way it is treated by its editors dovetail with the requirements of new A level syllabuses. These demand, to a greater or lesser extent, informed comment in the target language on texts read and a detailed personal response. All this means that text-books published in Germany for the 'Deutsch als Fremdsprache' market now come into their own. As teachers and pupils get nearer the end of the GCSE and the start of A level proper, the first volume of the *Miteinander* series by Karl Heinz Bieler (Hueber: Munich, 1979) can be considered. There are, amongst other things, stimulating treatments of Wolfgang Joho's 'Die Kraftprobe' (an ideal short text for the beginning of the A level course, in that it deals with a teacher, at the start of the year, arriving in a new school environment) and Heinrich Böll's 'Anekdote zur Senkung der Arbeitsmoral', with a full range of exercises dealing with comprehension, dictionary practice and development of vocabulary. A level syllabuses share some of the assumptions which occasioned these courses, including the need for target-language exploitation and for précis in the target language. Even if the course is ten or more years old, the literary texts handled there are still likely to be of use as we acclimatise ourselves to the new requirements.

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Another source of contemporary reading material, perfectly amenable to being used in abbreviated or partial form, is the Beltz & Gelberg 'Gulliver Zwei' series, in which, for example, Ranka Keser's *Ich bin eine deutsche Türkin* (the story of a young girl, presented one summer with the prospect of an arranged and unwanted marriage with a Turkish boy) appears (Beltz Verlag: Weinheim and Basle, 1995). The book is some 78 pages long, but its diary format allows the teacher to extract and to exploit parts of it in a number of ways.

The keynote of the experiences of reading which have been outlined here has been variety and the insistence that some response via the target language is always possible. In the early stages, there is no need to insist on more than the ticking of a box or the identification of a correct alternative – indeed, a response in the native language must be preferable to no response at all; however, later on, leading up to GCSE, some attention needs to be paid to the needs of more connected writing in German.

A level literature

The apparent familiarity of the books on some 'single-text' syllabuses – *Der Schimmelreiter, Romeo und Julia auf dem Dorfe, Biedermann und die Brandstifter*, all manner of plays by Brecht – is not necessarily comforting. The tasks required of students of the new A level make the way these texts are used quite different from the old format. Here are the reasons why:

1: The student is going to have to acquire the ability to understand and use the language of discussion and analysis in German, which was not a necessary part of the teaching programme before; s/he will also need to be acquainted with some of the vocabulary of literary criticism in German.

2: The student will probably have to learn how to use a dictionary in exam circumstances; there will be no point over-using this tool, for fear of wasting time.

3: The student will probably need to be taught how to argue concisely, logically and with clarity; ULEAC say that the answers required in their new A level should be of no more than 350 words; there will be an obvious temptation for students to resort to the 'set phrases' beloved of struggling language-essay writers; as a result, they may well write too much and without a plan, rather than too little.

If the recommendations of the earlier part of this article have been followed, the three aims listed above need not cause dismay, nor need they be consigned to special lessons. They form instead a constant and simple check-list to help the teacher ensure quickly that work planned does not stray for too long from one or other of the goals. Moreover, there is now no watertight division between the development of skills in the handling of literature and those in the handling of language. An exercise where a student comments on the recent events covered in a literary text, where s/he summarises them, where s/he re-casts them from a different 'narrative' perspective is now not to be regarded as diverting from the prime teaching objective, but as a means towards it. The target language is being used in a way that suits the final literature examination *and* the papers where target language writing is more formally examined.

There is plenty of material to help guide candidates and teachers preparing for in-depth study of individual literary texts in the target language. Collecting it may require teachers to be even more magpie-like than usual, since it does not seem to be gathered in one place in a form that will make it easy to use in class. In working on Max Frisch's *Andorra*, for example, the plot-outlines and character sketches provided in *Lektürehilfen Max Frisch 'Andorra'* by Manfred Eisenbeis (Klett: Stuttgart, 1990) will be useful to the student from the very beginning. The material is clearly laid out and the paragraph-headings in the margin help to guide the reader towards essential points, while simultaneously making the format less intimidating. Once the student has read through the text in full, however, the *Oldenbourg-Interpretationen* series comes into its own to a greater extent (even if the teacher has been using the 'Unterrichtshilfen' section at the back all along). The analyses of the texts are more searching and much store is set by the documents and interviews provided at the end. The volume on Martin Walser's *Ein fliehendes Pferd* is excellent in this respect (R. Oldenbourg Verlag: Munich, 1988). The Manchester University Press *German Texts* series provides similar material for the British market, featuring modern texts like Volker Braun's *Unvollendete Geschichte* and Peter Schneider's *Vati*. This series recognises that new syllabuses need critical editions with a substantial teaching apparatus, including realia, authorial commentary and target-language details of how the text has been received over the years. What is missing in this country is a recognition that older texts, especially the *Novellen* named earlier in this article, need this too. Until then, teachers will need to sift from what is available on the German market.

There do seem to be potential pitfalls in those syllabuses where individual texts are still prescribed for study. It is understandable that teachers and examination boards might want to stick with a familiar format; nonetheless, to require answers on only two texts in a terminal exam implies that depth of coverage, intimate understanding and 'direction from above', that is, from the examination board, are necessities in A level literary studies. The aim of this article has been to indicate that if the habit of reading has begun early, the student will want to pursue the potential for breadth, range and variety which one would hope to see encouraged. Coursework may be a better medium for candidates wishing to write in the target language about what they have chosen to read: they will probably be more used to such written evaluation, over their secondary school career, than students in the past, and it may better suit a climate where teachers suggest to their pupils that a knowledge of literature is not the same as knowing about two, three or even four books set for an examination.

A future article will look at ways to introduce a prescribed literary text in the early part of the sixth form teaching programme, proceeding from the assumption that it is not just the stylistic and thematic properties of the text which interest us, but also the potential the text demonstrates for opening a window to future coursework and general cultural themes.

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Reviews

Teach Yourself Business German. A Complete Course for Beginners. Castley, Andrew and Wagener, Debbie. *Hodder & Stoughton, 1993 (2nd impression). vi + 218 pp., £7.77. 0-340-54251-9.*

This textbook, while intended as a self-study book, is really better as a revision book. It is aimed at the adult and independent learner but would work most successfully as a refresher for business people with some knowledge of German or with a linguistic background, who require a specific business German introduction. After working through the book they would be able to communicate and participate in a limited way within the context of business or a business trip to Germany. In fact this book also worked very well with students studying for a two-language business degree, who were given a structured programme of revision and further study based on the textbook. The students needed to revise and maintain their second post-GCSE business language whilst abroad. It worked well because the book contains answer keys, vocabulary and verb lists and includes a self-contained cassette tape for listening exercises. In the latter half of the book, the situational and functional emphases are particularly useful and the final topic-based cultural section is also valuable. The chapters all have a similar and easily mastered layout which works well for such a self-study revision programme, or for the independent business/adult learner. As a textbook aimed purely at beginners, however, this textbook would not be very accessible, nor very successful.

One of the main problems for the independent learner is the way in which the grammar is dealt with. It is rather sketchy and incomplete, cases arise or are introduced at an early stage but are not explained (i.e. accusative – Chapter 1, the dative in Chapter 2), the use of 2 verbs in a sentence is used from the start but not explained until Chapter 5, and the passive surprisingly is also introduced as early as Chapter 5, although the past participle is at that stage unexplained and glossed over! These problems may have arisen from a desire to make the written input sufficiently challenging and appropriate to the business situation but they could lead to real confusion. The introduction to the book also assures the reader that the grammar is for laypersons, but some additional support is vital as some terms used, whilst acceptable for linguists, are not necessarily familiar or self-explanatory.

Apart from the above grammatical issues the book can be commended for such niceties as comments in English on customs and cultural issues. It is very useful for vocabulary and basic business concepts and functions: letters, CVs and ordering, etc. are all well presented and useful. References in Chapter 16 to a unified Germany and use of pre-unification information on industry is, however, unfortunate. The book on the whole does not in itself give coherent, in-depth language training, but is a useful revision or reference tool for students learning business German or as a training pack for potential business visitors.

RUTH PILKINGTON
University of Central Lancashire, Preston

Deutsch im Beruf. Wirtschaft. 2. Kelz, Heinrich P. and Neuf, Gabriele. *Verlag Durr & Kessler, 1994. Available through European Schoolbooks Ltd. Lehrbuch: 128 pp., £13.95. 2 cassettes: £15.95 + VAT. 3-8018-5070-6/5072-2.*

Lehrbuch 2 and the accompanying cassettes were reviewed. The fact that this series is part of a 3-pronged approach including *Lehrbuch, Arbeitsbuch* and *Lehrerhandreichung* did create a problem in that it was not possible to evaluate the true scope of the course. Nevertheless the *Lehrbuch* alone does contain a range of versatile and up-to-date materials suitable as the basis for a course aimed at adults in FE/HE or on evening classes who are studying business German and the business environment at advanced level.

The book is extremely well laid out right from the start. There is a clear and comprehensive guide to the chapters and their contents, but it is in German which may deter the less able student. The chapters themselves are very well structured with a wide variety of input and activities, which are clearly indicated through green icons. Tasks cover all 4 skills. Grammar and explanations do need additional teacher support, however, but are on the whole useful and thorough. The textbook would prove unsuitable for self study, but it is a comprehensive teaching book. The cartoons are unfortunately rather primitive and do detract from the overall impression of an excellent and well thought out book. The information, photos and realia – questionnaires, tables, graphs, forms, etc. – are all recent, up-to-date, informative and appropriate. The inclusion of intonation exercises is unusual but extremely useful as this is often a neglected area of language teaching.

The textbook is very strongly business-oriented. The vocabulary is useful and appropriate. It is introduced for each theme and reinforced through various guises and activities. Topics addressed include company structure, the education system, advertising, markets, distribution, personnel and applications, financial issues and taxation, etc. It is an extremely comprehensive course, but it is also intensive and unfortunately it therefore requires a lot of detailed preparation on the part of the teacher as it stands, although once completed it is evidently full of potential and variety. The accompanying cassettes are clear, the German is spoken by natives and suitably paced. The materials would be sufficient to form the basis of a thorough and demanding year-long business German course.

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TV und Texte. CD-ROM. Loftus, Gerry; Loftus, Gudrun; Dyson, Peter. *Oxford University Press, 1994 (CD-ROM, Arbeitsheft. £65 + VAT. 0-1984-0488-3.*

TV und Texte is a CD-ROM package which can be seen as a further development of Christine Eckhard-Black's *Radio und Texte* and comes from the same 'stable', the Oxford University Language Teaching Centre. Unfortunately the reviewer only had the 1993/94 version available, so some of the comments may no longer be appropriate as there is a new version around. A full explanation of what the program offers is given in the CTI magazine *Recall*, Vol 6, Nr.2 1994, pp. 72–73 .

What makes the CD-ROM different from its original textbook + tape version is the way it can be used. After an introduction to be provided by a trainer (using the original *Arbeitsheft*) learners can be left to work on the 'Einführungsbericht', 'Reportage' and 'Aufgaben' at their own pace, either alone or in pairs in front of a computer with multi-media capability. The 'Einführungsbericht' is a simplified version of the 'Reportage' and gently introduces the vocabulary of the topic in question (there are 12 topics from 'Phantom der Oper' in Hamburg to the withdrawal of French troops from Germany). It is a nice feature that key terms which may cause problems are given in the form of dubbing lines in the video box as the speaker uses them, even though the lack of any glossary facility is a drawback. Ideally the learner would go from the introduction to the first set of 'Aufgaben', relatively simple listening comprehension questions and then on to 'Reportage' and 'Aufgaben'. Unfortunately, there is no teacher/student option and the students can therefore look up the transcript as well as the answers in the key provided. After the second set of 'Aufgaben' the teacher could either work on newspaper clippings and further exercises (from the *Arbeitsheft*) to back up the topic or go directly to 'Fernsehstudio', a device sure to fascinate young learners. Students can record their own voice-over and then listen to it.

It is to be hoped that TV *und Texte* can be updated and topics added, since the material dates from the period when the immediate after-effects of reunification shaped political life and the environmental initiative was in its infancy. Teachers of A-level and undergraduate courses who have access to multi-media will appreciate the package; students will have fun and experience success with it.

At the price of £65 + VAT schools will certainly find the package useful provided teachers are aware of the input and planning demanded.

RUTH WHITTLE
University of Birmingham

Geschäftsverhandlungen. Videosprachkurs für Wirtschaftsdeutsch. Krauser, Wolfgang and Schneider, Jurgen. *Langenscheidt, 1995. Available through European Schoolbooks Ltd. Video cassette: £76 + VAT. Begleitbuch: 144 pp., £14.25. 3-468-90512-2/90510-6.*

As the title suggests, *Geschäftsverhandlungen* aims at managers and professionals who need German language skills for more than mere 'survival'. It focuses on negotiating skills and deals with German at a more sophisticated level. *Geschäftsverhandlungen* is a follow-up to the well established course *Geschäftskontakte*. Since there is no direct link it can be used independently. *Geschäftsverhandlungen* requires that the learners already possess skills at A-level or *ZDaF* at the very least.

The main aim of *Geschäftsverhandlungen* is to make the learner attain negotiating skills by understanding and sending out the correct communication signals. The course looks at language functions, style and register, rhetoric, social and cultural competence, etc. Quite appropriately, there is no training in grammar and the tutor will have to supplement grammar sessions if the need arises.

The learner follows the beginning and development of a business partnership between a Swedish firm selling prefabricated houses and a German builder based in Neubrandenburg. Topics are broadly based and range from initial business contacts, to marketing strategies, financing, negotiating contracts, etc. The material is suitable for a great range of situations in the business world and is not confined to a specific industry or situation.

A book accompanies the video sessions giving a full transcript and dividing exercises into 3 main sections. Whereas section A sets preparatory assignments, section B is dedicated to work with the video, offering exercises for comprehension as well as for the analysis of language functions and communication strategies. A substantial part is also devoted to intercultural aspects. Section C provides additional in-depth material for each topic. One of the strengths of this course is that many assignments are actually derived from management training. The authors exploit them very well for linguistic purposes. In this way, the exercises become more meaningful, interesting and less artificial. The video (approximately 75 minutes) is generally well made and presented. Since people play themselves – there are no professional actors – some utterances appear rather wooden. Another problem for the learner could be that the Swedish businessmen are non-native speakers. Their German is not always correct (this is indicated in the transcript) and sometimes it is difficult to understand them. German as a 'lingua franca'?

Geschäftsverhandlungen is definitely a course that can be recommended. It should last much longer than the 40 hours of tuition suggested by the authors if the wealth of the material is exploited and supplemented correctly. If not used on its own, it can easily complement any existing course. Bearing in mind that *Geschäftsverhandlungen* has rather ambitious aims and that it presupposes a high level of competence, it is most suitable for small- and medium-sized groups of managers, professionals or students of commerce and business studies.

DIETMAR WOZNIAK
University of Birmingham

Eindrücke, Einblicke. Neubearbeitung. Drochner, Karl-Heinz and Föhr, Dieter. *Langenscheidt, 1994. Available through European Schoolbooks Ltd. Textbuch 112 pp., £9.95; Arbeitsbuch 128 pp., £7.95. Also available: Hörtextheft £3.50; cassette £11.75 + VAT. 3-468-49781-4/49782-2.*

If I were not totally addicted to writing my own teaching materials this is probably the course I would choose for my first-year undergraduates. I doubt whether we would get through all of the material in the 160–180 hours suggested, but we would have at our disposal a rich collection of texts and language activities to select from.

The *Textbuch* is divided into eight longish units containing thematically-linked reading and listening texts. The topics are fairly predictable – *Erste Eindrücke, Essen, Wohnen, Menschliche Kontakte,* etc. – but within that the texts, both literary and journalistic and including some pleasingly up-to-date ones (cyberspace finds a place here), provide a wide range of subject matter.

I have one complaint about the listening texts, namely that they appear to be studio recordings of what were originally printed texts. They therefore lack authentic features of speech. Surely at this level we should be confronting our students with real-life recordings, warts and all. After all, many will soon be going off to spend periods in Germany, where they will not find the ideal environment of the recording studio.

Varied comprehension, text reconstruction and summarising exercises, practice to extend the student's range of expression and thought-provoking suggestions for oral and written work complete the content.

The *Arbeitsbuch* contains extensive exercises on grammar, vocabulary and word-building, the latter providing excellent practice in something that is often rather neglected. In the first few units the grammar is just right for post-A level students, including consolidation of future tense, adjectival nouns, relative clauses, passive, etc. From Unit 4 onwards it becomes more demanding, for instance the main uses of the subjunctive and attributive participle constructions. Desirable as it is to teach these at this level, many of my first-year students are still having difficulty with direct and indirect objects, the pluperfect tense and basic subordinate clause word order, to name but a few, so I would certainly want to add exercises of my own. Very clear grammatical explanations are given throughout in German. However I suspect that most British undergraduates would need to be taught the terminology before they could benefit from these. The addition of an answers section would have boosted the authors' claim to have produced a course that can be used by independent learners.

Compared with other courses at a similar level, such as *Wege* or *Deutsch für Studenten,* both aimed more at DaF students intending to study in Germany, *Eindrücke-Einblicke* is probably the most suitable for students of German at British universities, offering, as it does, alongside the development of reading, listening and oral skills, the kind of intensive practice of forms and structures our post-A level students need so much.

MARILYN FARR
Oxford Brookes University

Duden, Reden gut und richtig halten! Ratgeber für wirkungsvolles und modernes Reden. Dudenredaktion (ed.) with Siegfried A. Huth and Frank Hatje. *Dudenverlag, 1994 696 pp. DM29,80. 3-411-04681-3.*

Das neue Handbuch aus der Duden-Bibliothek ist ein Ratgeber für wirkungsvolles und zeitgemäßes Reden im öffentlichen, beruflichen und privaten Bereich. Es besteht aus vier Teilen: Einleitend informiert ein kleiner Exkurs in die Geschichte der Rhetorik über die Entwicklung und den gesellschaftlichen Stellenwert der 'Kunst des Redens' von der klassischen Antike bis zur Gegenwart. Anschließend werden im 'praktischen Leitfaden der Redekunst' Redearten und -formen dargelegt, und es wird erklärt, wie man eine Rede vorbereitet, sinnvoll strukturiert und ausarbeitet. Dabei wird auf den psychologischen Wert des 'Mind-mapping' Bezug genommen. Es folgen u.a. praktische Hinweise zu Wortwahl und Redeschmuck,

Beweisführung und Argumentation, zu rhetorischen Taktiken und zur Gesprächsführung. Im dritten Teil finden sich zahlreiche Musterreden zu verschiedenen privaten, beruflichen und öffentlichen Anlässen: Von Geburtstags-, Hochzeits- und Trauerreden zu Ansprachen bei einer Pferdestalleinweihung oder Bootstaufe findet sich hier alles; die Formulierung ist dabei teilweise konventionell, teils etwas salopper, was den Leser daraufhin sensibilisieren soll, daß eine Rede sprachlich den unterschiedlichen Redeanlässen und dem Publikum angemessen sein soll. Eine nach Oberbegriffen geordnete Sammlung von mehr als 3000 klassischen und modernen Zitaten und Aphorismen rundet zur Ausschmückung von Texten das Volumen ab.

Dieses Handbuch wendet sich allgemein an alle, die lernen möchten, wie man Reden aufbaut und Vorträge hält. Mit den zahlreichen Hinweisen zu praktischen Belangen dient es im schulischen Bereich auch als Ratgeber für Studenten, die das mündliche Vortragen erlernen müssen. Diese finden Antworten auf Fragen wie: Wie mache ich mein Referat wirkungsvoll? Welche stilistischen Mittel stehen mir zur Verfügung? Was ist beim Sprechen zu beachten? Was tue ich gegen Lampenfieber? Hier liegt also ein willkommenes Volumen vor, das vielen dazu verhelfen soll, gute Reden zu verfassen, die 'das Thema erschöpfen nicht den Zuhörer' (S.597).

GABRIELLE HOGAN-BRUN
University of Bristol

German Verbs and Essentials of Grammar. A practical guide to the mastery of German. James, Charles J. *Passport Books, 1992. 120 pp. $6.95. 0-8442-2500-2.*

Zertifikat Deutsch als Fremdsprache. Übungstests zum Hörverstehen and **Zertifikat Deutsch als Fremdsprache. Übungstests zum Leseverstehen.** Koll, Rotraud *et al. Verlag für Deutsch, 1994. Available through European Schoolbooks Ltd. 48 pp. + cassette/42 pp. 3-88532-903-4/905-0.*

Zertifikatstraining Deutsch. Lesen, Hören, Schreiben plus **Begleitheft.** Paaß, Dietmar, *et al. Max Hueber, 1993/1992. Available through European Schoolbooks Ltd 80 pp./32 pp. 3-19-001488-4/011488-9.*

I am afraid that it is difficult to get excited about any of these materials. To take the grammar book first: this is a reprint of a grammar manual which came out originally in 1985, and it only really provides a skeleton of German grammar. Half of the book is devoted to German verbs, but to take one area as an example, it states on p. 17 that when comparing the preterite and the present perfect tenses, 'for all practical purposes their meaning is the same.' This seems to me to be a wholly inadequate way to approach a question like this, but it provides the clue to the way in which German grammar is approached throughout the book, with the emphasis firmly on structure and meaning. This means that the whole area of appropriate usage is neglected. This deficiency is compounded by the fact that there are only a limited number of examples, and no possibility for students to practise points of grammar. It could be used as a quick reference book for A level and first-year university students, but I would far prefer students to reach for Durrell's *Using German* or the *Hammer Practice Workbook.*

The other two sets of material provide practice materials for the *Zertifikat Deutsch als Fremdsprache*. There are strong similarities between both sets of materials, although the Verlag für Deutsch publication is split into two books; one for listening, and one for reading comprehension. The Hueber publication contains practice material for both skills, and a third section on writing letters. The emphasis throughout is on the use of multiple choice questions to test comprehension skills, but I must admit that I did not find the material very exciting. The listening tests in both cases are not very 'authentic', and the topics tend to be rather dull. The tests in both cases are however well constructed and could provide further practice for A level students. Some of the tests, particularly in the Hueber publication, could also be used with more able GCSE students in the final part of their course.

PETER BARKER
University of Reading

Medienlandschaft. Lill, Klaus. *Themenhefte zur Landeskunde. Max Hueber Verlag, 1994. Available through European Schoolbooks Ltd. 40 pp. £6.95. 3-19-001547-3.*

Die deutsche Sprache. Entwicklungen und Tendenzen. Esser, Ursula and Muesch, Bettina *Themenhefte zur Landeskunde. Max Hueber Verlag, 1994. Available through European Schoolbooks Ltd. 44 pp. £6.95. 3-19-001543-0.*

Social issues figure prominently in current A-level courses, reflecting the concerns of this age group The publication of a new series called *Themen zur Landeskunde*, of about 40 pages each, is therefore welcome. Titles available, besides the two reviewed below, are *Theater und Film*, *Leben in Österreich* and *Literarisches Leben*. The booklets are intended for learners with a good knowledge of the language; their aim is to provide information through a variety of texts and to stimulate discussion and comparisons.

Medienlandschaft shows the formula applied. An introduction to media organisation in Germany and Austria is followed by a section on television in Germany, with five texts on the battle between terrestrial, cable and satellite TV, a typical day's programme with ratings, a profile of the TV mogul Leo Kirsch, how a news bulletin is prepared and a humorous (?) family sketch. A section on the press includes a brief history, circulation statistics and the diary of a local reporter. Radio is covered through texts on local radio and the Deutsche Welle, the views of a German correspondent in the US and a challenging piece by Brecht (1932) on the function of radio. Each text, of 1–2 pages, is followed by explanations of a few words

This is certainly a varied offering, dealing with all three German speaking countries and containing some useful statistics. However the aim of provoking discussion and comparisons would have been better served, in my view, by the omission of some superficial items, and by the readiness to address fundamental issues in regard to the media. For example, in regard to television, how far is it the forum for political debate, what is the degree of editorial independence, what role does it play in education, how much provision is there for different interests, is there censorship? In regard to the press, does its strong regional basis increase or lessen its influence?

Die deutsche Sprache Entwicklungen und Tendenzen follows the same formula, though the choice of texts reveals even more obviously current German preoccupations rather than those of foreign learners.

There is first a short historical section, including an extract from a Minnelied, an appreciation of German mysticism and Luther, and a note on the origin of some German names. Attempts to standardise the language are described next (Humboldt, the brothers Grimm, Duden, recent reform proposals), and language variation between countries and regions is discussed briefly. The last and longest section deals with current issues, such as feminist critiques, the pronunciation of foreign words and their snob appeal, the linguistic consequences of the division and reunification of Germany, and the place of German in the world.

A tape is available with this booklet; it keeps closely, if not verbatim, to the printed text. (A chance missed, in my view, to let learners hear different accents and registers.)

On the basis of these two samples, the series seems likely to serve more for the occasional dip than as a rich resource.

WALTER GRAUBERG
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The German Language Today – A Linguistic Introduction. Russ, Charles V.J. *Routledge, 1994. ix + 278 pp. £40 (hb) 0-415-10438-6, £12.99 (pb) 0-415-10439-4.*

The German Language Today is not only a detailed survey of the rich variety of contemporary language used by native German speakers both within Germany and beyond, but it also gives a comprehensive introduction to the main areas of modern German linguistics. The book aims primarily to serve the needs of undergraduates, but is also intended as a reference work both for postgraduates and for teachers of German .

Chapters 1–5 concentrate on variation in German, with separate chapters devoted to the German language (both spoken and written) in Austria, Switzerland and in the former East Germany prior to reunification. The principal linguistic features are set out clearly and concisely and are then illustrated by means of one or more annotated specimen texts at the end of each chapter. There is also an excellent select bibliography to accompany each chapter.

Chapters 6–10 each introduce a particular area of German linguistics, namely phonetics/phonology, spelling, grammar (morphology/syntax), word formation and vocabulary. This material too is well ordered, with the basics of each topic being covered first, before more complex and problematical issues are discussed. Once again each chapter is accompanied by a good bibliography.

It has to be said that the book is not entirely free of errors and omissions. In the chapter on the German language in Switzerland, for example, the noun *Salami* is listed as being masculine in German High German when it is in fact feminine, whilst any phonemic analysis of the German consonant system (Chapter 6.3.4. in the book) should in my opinion include some discussion of the problems surrounding the /r/ phoneme, in particular its realisation in words such as *hier*, *Tür* and *hart* – an issue raised, for example, by Fox (*The Structure of German*, Oxford 1990).

These minor criticisms should not, however, detract from the fact that *The German Language Today* offers a comprehensive, yet clear and well presented survey of the varieties of written and spoken German currently found in the German-speaking community, whilst also providing a sound introduction to the main areas within contemporary German linguistics. For anyone interested in taking a closer look at the state of the German language in the 1990s this book should prove a very worthwhile investment .

ROBERT EVANS
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Progressive grammar of German: 5. Words and their constituents /6. The lexicon and its organisation, West, Jonathan. *Authentik, 1994. 93/109 pp. £5.95 each. 1-871730-15-5/1-871730-16-3.*

These two volumes complete the six-part *Progressive grammar* (previous volumes: 1. *Authentic texts and their structures*; 2. *Sentences and their realisation* (reviewed jointly in *GT*, December '93); 3. *Categories and their exponents*; 4. *Particles and their use*). *Words and their constituents* examines word classes and word formation, first from a formal point of view (e.g. noun derivation, noun composition) and then from a functional point of view (e.g. nominalisation, the pragmatics of composition). The relative advantages of the functional approach for language learning are argued in a final chapter on word formation in teaching. *The lexicon and its organisation* has chapters on lexical relations (synonymy, antonymy, hyponymy, semantic fields), and on 'lexical structure and language use' (covering collocation, idiomatic phraseology, lexis and background knowledge, and register). A final chapter on teaching applications discusses strategies for promoting receptive and productive competence (e.g. by activating background knowledge for the former, and 'choosing the framework for the product' for the latter (6, p. 84)). West points out the 'conceptual link' between these two volumes (5, p. 10); indeed they complement one another nicely and could conceivably form the basis for a course on German vocabulary. As in previous volumes, each chapter concludes with helpful suggestions for further reading, and the 'Preliminaries' section explains the overall concept of progressive grammar and introduces key linguistic and methodological concepts for the present volume, stressing 'authentic text-based procedures'.

For those still unfamiliar with the series, some general pointers may be useful. West makes no claims to writing an exhaustive reference work. By 'progressive grammar' he understands a consciously learned, actively internalised, ongoing ('cyclical') engagement with structural patterns in which learners use 'repeatable discovery procedures'. He is also indebted to functional-notional concepts of syllabus design and to a text-linguistic approach which focuses not just on sentences and their constituents but on texts and their users. By largely restricting illustrations to authentic examples taken, appropriately, from a small corpus of *Authentik auf Deutsch*, he gives the series a sound if modest empirical respectability.

I found these volumes fascinating for their firm focus on language learning and the way they combine rigorous linguistic description and pedagogic considerations. In a postscript to the series as a whole (6, p. 94), West emphasises the importance of the 'cyclical' method together with some often undervalued ideas such as the importance of lexically-based knowledge and of the phrase as a grammatical unit. The aim of this series is 'to sensitise teachers to grammatical categories and to encourage them to use them in teaching' (ibid.), and I think it is very likely that many teachers will be able to exploit the information and the ideas contained here. As suggested above, the books may also provide undergraduates with a useful introduction to aspects of German grammar within the practical framework of the reception and production of particular types of text.

BILL DODD
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German linguistics: an introduction, Beedham, Christopher. *iudicium, 1995. 239 pp. 3-89129-258-9.*

This book is based on a one-year course in the German Department at St Andrews and is intended as an introduction to the linguistics of German for undergraduate students of German, who are, Beedham observes, already 'half way there in linguistics' (p. 12). As a teacher of such a course, I thoroughly enjoyed the book and have learnt much from it. There are eight chapters, on: basic concepts, functions of language, Saussurean structuralism, parts of speech, the passive, language and politics, word formation, and the tense system. Each chapter concludes with a list of suggested further reading. There is also a good bibliography, 'appendices' of exercises, and a 47-page 'critique of generative grammar' – of which more anon.

The main body of the book constitutes a clear and concise introduction to 'core' linguistics (structuralist precepts, the descriptivist method, applied to phonology, morphology and syntax) in which theory and praxis are nicely balanced, even if particular theories (e.g. Weinrich's analysis of tense) are occasionally given most-favoured status. The exercises tucked away in the appendices (on parsing, grammaticality judgments, word formation, and tense classification) are well-designed and likely to stimulate critical as well as analytical insights. As a practical introduction for students of German, therefore, it has much to commend it, although its scope is more or less confined to the 'core' and there are important areas of study which are not covered. I would like to have had chapters on lexis and semantics, text and discourse, and on language variation. Indeed, it is noticeable that the 14-page chapter on language and politics (a resumé of feminist linguistics and 'nukespeak') looks like a rather minimal concession to the whole field of sociolinguistics and critical linguistics. This means, I suspect, that for most courses in linguistics of German this book can only be partly 'kurstragend'. But what it does cover, it covers very well.

My main reservation has to do with what appears to me to be the hybrid nature of the book. Part introductory text and part specialist monograph, it risks addressing two different readerships. Beedham is also engaging in a running theoretical dispute, championing 'Saussurean structuralism interpreted within a descriptive framework' against what he sees as the sleight of hand inherent in Chomskyan linguistics. The tone is often adversarial: 'Progress in linguistics stopped in America in 1957 with the publication of Chomsky's *Syntactic Structures*' . . . (p. 43). Personally, I think many readers with a background in linguistics will be sympathetic to this view and grateful for Beedham's forceful articulation of it, though I wonder whether Chomskyans should be ditched quite as emphatically as Beedham proposes. The anti-Chomsky theme figures modestly in the chapter on the passive, where the traditional explanation of the passive as a voice is rejected, interestingly, in favour of an 'aspect analysis'. Though technical, the argument here is clear and incisive, exemplifies the rigorous descriptive method which the book is at pains to promote, is inherently quite persuasive and, most important of all, is likely to be comprehensible to undergraduates coming to linguistics for the first time. What is different about this book as an introductory text is that Beedham is quite prepared to be outspoken at times – but then controversy can be refreshing.

The full-length critique of Chomsky, however, highly technical and to my mind well-aimed, is surely beyond the reach of even a gifted undergraduate without firm guidance from an initiate. The decision to separate this piece from the body of the book presumably reflects the author's own doubts on this score. It seems intended for an altogether more specialist academic readership and I wonder whether it would not have been better to publish it separately and use the space to extend the coverage in the main part of the book. All in all, then, a bit of a curate's egg, with good bits and good bits.

BILL DODD
University of Birmingham

Hallo, Peter – wir lernen Deutsch I. Ein Sprachkurs für Kinder. Weisgerber, Bernhard, Helga Böhm and Rüdiger Urbanek. *Dürr & Kessler, 1994. Available through European Schoolbooks Ltd. Lehrbuch 72 pp., £8.50. Arbeitsheft mit Bildwortkarten £8.75. 3-8018-5201-6.*

This junior beginners course comprises a coloured pupils' book, fully illustrated, clearly laid out, with fairly large print, a workbook with a variety of writing and reinforcement exercises, again fully illustrated, accompanied by a set of picture vocabulary cards, two cassettes, one of the pupils' book and one containing 14 songs and an informative teacher's book. The song cassette was unfortunately not available for review.

The teacher's handbook gives an analysis of the language to be introduced for each lesson, with suggestions for its introduction and practice, linking in relevant sections of the workbook and proposing extension activities. Like many of the teacher handbooks for primary courses, it is written in German.

The pupils' book, divided into lettered lessons, relates the activities of four friends and families, a dog and a frog, covering familiar topics, each of which is revisited and developed within this first book. The early lessons make use of small scenes to be acted out and memorised. Later ones offer a variety of presentations, including games, stories, songs and letters, in addition to a small amount of cultural awareness

The emphasis throughout the course is on oral work but the activities in the workbook form a sound beginning for writing. Each activity relies on a series of symbols, with no written instructions. The drawings are clear. Children trying these found them interesting and they were keen to carry on independently, within the area covered

Independence is also encouraged with the vocabulary cards. A complete set comes with each workbook. It is intended that each pupil should assess his or her assimilation of vocabulary and only when a particular item is known can the card be moved to a section of known cards. Each card includes the German, with definite and indefinite article for a noun, infinitive for a verb, opposites where possible for an adjective or comparative and superlative. On the reverse of the card the plural is given for a noun, the conjugation of the present tense, the first person singular of the perfect tense, the infinitive and maybe a further example of its use for a verb, and other examples of use for an adjective or preposition.

The language content, while not too extensive in each lesson, advances fairly rapidly and would require constant revision and further reinforcement. The cassette accompanying the pupils' book gives a model but it does not provide any opportunity for wider listening, which seems to be true of several of the primary German courses. The tunes to the songs are simple for even the least musical. The song cassette has one recording with words and one side of the cassette purely instrumental. The vocabulary cards are an excellent resource. It would be lovely for pair work or class activities if enlarged, even if sets to be retained by individual pupils were impractical or uneconomic. At the end of

Book One a sound knowledge of the basics would have been acquired in a pleasurable way and it will be interesting to see how this is extended in Book Two.

SUE MAYO

Southgate West Middle School, Crawley, West Sussex

Der Zauberring, ein Vogel und ein gelbes Auto. Bildergeschichten. Hampel, Doris. *Verlag für Deutsch, 1995. Available through European Schoolbooks Ltd. Book, 148 pp. £20.75. 2 cassettes £22.95 + VAT. 3-88532-708-2.*

Doris Hampel makes her philosophy very clear from the beginning: if children read comics and listen to tapes, then they will happily follow the course, each *Bild* having its own *Dialogausschnitt*. Learning can and should be fun, she says.

The comic refers to good clear illustrations throughout, which enhance and help to clarify the action and dialogue. These are built around a group of young mice, whose interaction and adventures aim to teach German without pain! The dialogues aim to use simple but authentic German. They are presented dramatically and use music to help create the atmosphere and to help give the listener clues to the action – for instance, to denote danger or a twist in the plot.

The book is well laid out. The aims are clear and each section sets out intentions, key vocabulary, structure and grammar to be learnt. To help with differentiation and individual needs, there are two versions of each section and plenty of suggestions for varied use in all four skill areas. In her introduction, Hampel sees a mixture of these skills, used in a planned and progressive way as vital to the success of this interactive course, although she cites speaking and understanding as her main priorities. Games and opportunities for *Basteln* are interspersed throughout the book.

This [Teacher's] book is the first in a series of four progressive publications and the run is due to be completed by 1997, if all goes to plan. Only black and white is used, as material for pupils is to be photocopied and/or used on an overhead projector. The fourteen stories are a cover for a great deal of grammatical activity. All the cases with many of the prepositions, plurals and the beginnings of comparatives and superlatives are dealt with by the time the student is half-way through. The progress is somewhat rapid!

The course is aimed basically at those children, 'up to eleven years old', living in Germany and having to learn German as a second language. As such, *Der Zauberring* is a good course as far as one can see. The author, however, includes as a second target group, those learning German as a foreign language. There can, unfortunately, be few primary schools where there would be either the time or the possibility of following such a structured course, although as a back-up, to dip into from time to time, it would be a good resource to have.

Secondary school teachers, might find the material helpful in learning-support situations, although the mice, sweet as they are, might prove a little 'too young' for the taste of the older student. Whilst the basic text and structure are fine for older learners, the story-line and illustrations are not.

With some selective use, *Der Zauberring* might prove a useful addition to any teacher's bank of resources and to quote an enthusiastic group of 'guinea pigs', 'Overall, it is very good and we'd love to use it in the future.' They had fun and Doris Hampel would be pleased to know it!

KEVIN PASK

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Astro, du und ich. Beim Sport/In der Freizeit/In der Stadt. Anic, Visnja and Bordo. *Verlag für Deutsch, 1994. Available through European Schoolbooks Ltd. 3 books, each 32 pp., 3 cassettes. 3-88532-387-7/ 389-3/393-1.*

This is a series of six books with accompanying audio cassettes intended for use with young children who are learning German as a foreign or second language. The titles are *In der Stadt*; *Beim Sport*; *In der Freizeit*; *Auf dem Bauernhof*; *Zu Hause*; *Beim Einkaufen*; of which the first three only are to hand at the time of writing this review and on these are based the following observations.

The books all have a similar format beginning with an introductory three pages of colourful cartoons with speech bubbles, recorded on the cassette, followed by a full page which previews the relevant vocabulary. Astro, the alien from the planet 'Astries', is present in all the following pages of cartoons, again with recorded speech bubbles, and provides a fun link to the unknown language. Perhaps young learners of a foreign language can sympathise with his bewilderment! On the facing page is the relevant vocabulary represented pictorially and in words. After the cartoon section are two sections of solid text. The first gives an extended commentary on the preview page and there follow dramatised explorations of the cartoon pages. The suggestions for worksheets, although limited, do provide an opportunity for 'spielerische Wiederholung' and they form part of the writers' intention to provide group and partner work in school and individual work in school and at home. The series highlights grammar points in each of the books and some of the suggested activities offer the beginnings of practice in the chosen points:

In der Stadt	Question sentences with and without the use of question words.
Beim Sport	Present conjugation and 'können'
In der Freizeit	'können', 'dürfen', 'möchten'. – present and perfect conjugations.

Finally there is a German-only word list with the plurals indicated.

The series would appear to be well thought out in terms of relevant vocabulary and language functions, fun and lively presentation, but there are drawbacks for anyone looking for an introductory book aimed at children learning German as a foreign rather than as a second language. There is an enormous amount of vocabulary in each. Too much to be able to view the books as a learning experience and a great deal of work would be required of pupil and teacher in order to ensure that the language could be painlessly recycled. In the absence of a user's manual, considerable effort would be needed to make full use of the good material in the cartoons and subsequent dramatisations, and the overview pictures are not without fault: No 27 in the town could be a hill or a forest and the buildings could be anything, unless of course you use a dictionary, but then is there much point to 'Bildvokabeln'? Lastly, although delightfully clear and warmly expressive, the tapes are recorded by one voice which renders the dialogues less than effective.

It would seem that the excellent ideas of the series would best be exploited by an experienced language teacher with plenty of time to explore ways of using the material for the purposes of consolidation with a highly motivated group.

DAVID PHIN
MLPS Tutor Team, Dumfries

Wortwörtlich. Deutsch für die Mittelstufe. Pantis, Brigitte and Jürgen Küster. *Diesterweg, 1995. Available through European Schoolbooks Ltd. 192 pp. Book: £15.95 3-425-05871-1. 2 cassettes: £34.95 + VAT 3-425-08171-3.*

This general course and work book (accompanied by a cassette and teacher's handbook) covers a wide range of subjects and can be used as the main course book in FE and HE for intermediate to advanced levels. Unfortunately there is no preface, so there is no way of knowing what the authors set out to achieve, apart from providing a learning tool which leads up to the 'Zentrale Mittelstufenprüfung'. It contains so much brilliant material on 192 pages in A4 format that it will be used over more than one year, which should justify the expense. Focusing on written manifestations of culture, it is divided into 8 broad themes: Urteile & Vorurteile, Lektion in Geschichte, Lebensläufe und Zeitläufe, Partner und Rollen, Umdenken-Umlenken, Medien & Werbung, Handel & Wandel, Träume und Alpträume.

A clever mixture of texts from the newspapers, encyclopaedia entries, etc. form the basis for practising the four skills, with an emphasis on reading and writing. This is supplemented with snippets of contemporary and classical German literature (Wiemer's anthologies are strongly represented) across different genres such as satire, crime stories, and poems. Meaningful exercises cover specific grammatical structures, lexis and text analysis.

Up-to-date techniques include the occasional use of mnemonics rhymes, associograms, error analysis (unfortunately only in chapter I), and quizzes. The assessment-oriented parts provide practice in writing different types of letters ranging from personal to formal styles. Vocabulary covers many registers from poetic via journalistic to slang. *Wortwörtlich* does not have a glossary.

This book is also a good taster of German literature and contains some literary gems which will motivate students to read more. Teachers wanting a purely literary resource book will probably resort to other publications, e.g. Löschmann, M. & M.: *Einander verstehen. Ein literarisches Lesebuch* (Peter Lang, in press). Amongst texts by 47 different authors (Brecht was a clear favourite) there are only 7 female writers, and these were mostly represented by aphorisms. This unfortunate gender bias should be corrected in a second edition. Information about the holocaust (*'höchstens* knapp 6 Millionen' p. 45) could be phrased in a different way.

Many tasks serve the purpose of raising learners' awareness of cultural differences. Pantis & Küster set literary texts into their sociopolitical contexts, provide photographs and short bios of some authors (why not more?) and thus virtually brought them back to life. I would not be surprised if *Wortwörtlich* inspired some students to continue with German studies at post-graduate level.

SUSANNE MÜHLHAUS
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Modern German Grammar. A Practical Guide. Dodd, Bill; Eckhard-Black, Christine; Klapper, John and Whittle, Ruth. *Routledge Modern Grammars. Routledge, 1996. ix + 492 pp. £14.99. 0-415-09848-3.*

This book should top the Christmas stocking of any school or university student studying German at intermediate or advanced level. The Routledge *Modern German Grammar* is probably the most accessible, comprehensive grammar currently available for English-speaking students. It will prove an essential tool in the struggle to promote grammatical awareness among learners barely able to distinguish noun from verb and for whom tense is equated with stress as a pre-examination state of mind.

In some respects the *Modern German Grammar* is misnamed. It is far more than just a grammar; indeed, as its sub-title suggests, it is a practical guide to current German usage. While the first part of the book (Section A, Structures) is devoted to traditional grammar, the second part (Section B, Functions, comprising over half the book) is concerned with contextual aspects of German. This means the book can be used in two ways: as a grammar reference work (look up, for example, 'können' and the reader is directed to the appropriate grammar section) or as a guide to situational German. Thus the index-reference to 'thanking' leads to section 67 where a list of a dozen appropriate expressions is followed by subsections on informal thanks, formal thanks, expressing thanks in a letter, acknowledging thanks, and declining help and offers. Each of these sub-sections contains cross-references to the preceding grammar section: for instance, to section 19.6A for verbs taking the dative and to section 8.1–8.2A for 'daß'-clauses. Other functional topics are covered by the broad headings of social contact, giving and seeking factual information, putting events into a wider context, transactions, conveying attitudes and mental states, and communication strategies.

Sometimes the cross-referencing could be more thorough. In section 5.2, word order, a reference to section 15 (explaining emphasis and the reasons for flexible sentence structure) would have been helpful. This, however, is a minor, possibly personal quibble, about a book that is well laid-out, easy to use, and which comes with a glossary of grammatical terms as well as a section on proposed language reforms. The authors also make appropriate reference to Swiss and Austrian usage.

Additional, welcome features are the attention to language register and to cultural and social background.

PAUL GUBBINS
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Language Games and Activities. Langran, John and Sue Purcell. *CILT, 1994. £6.75. 1-874016-23-2.*

Let's Play Games in German. Schmidt, W. *1994. Available through European Schoolbooks Ltd. £7.50. 0-8442-2400-6.*

Handeln und Sprechen im Deutschunterricht. Spielerische Aktivitäten. Wicke, Rainer E. *Verlag für Deutsch, 1995. Available through European Schoolbooks Ltd. £14.95. 3-88532-693-0.*

The first of these publications is aimed at teachers in adult education classes and is suitable for any language. It sets out to make us reflect: Why do we play games? When? How often? When do we stop? How do we overcome learner resistance? General principles are then demonstrated with 13 examples described in detail. The activities take from 10 to 30 minutes. The first suggestions require only beginner's language, most however require more advanced language elements, involvement and a real willingness to speak. For each activity the type of game, the time required and the language to be practised are stated. Examples are given for the teaching of English, French, German, Italian, Russian and Spanish. Most of the activities require the preparation of pictorial or language material. These activities can be used as they are presented. It is, however, rather the authors' intention to inspire. A worthwhile book for the teacher of adult classes who is prepared to use his or her imagination to apply the principles explained.

Let's Play Games is a large, down-to-earth collection of simple language games described in English. Most of them require no special preparation. They can be used very profitably in the early years of learning but also at a higher level. Quite a number of the games listed are 'old friends', but it is always good to be reminded of them. The activities are both suitable as a 'filler' at the end of a lesson or as an in-built element of the main teaching point of a lesson. The games are presented according to the language item being practised (e.g. numbers, articles, spellings) or the type of activity involved (e.g. asking and answering of questions). However, for the latter the index unfortunately rarely gives any indication of the structures to be practised. I have successfully used quite a number of the suggestions in this book, but found it frustrating to use when I wanted to find practice for specific structures. On the whole, the book is a worthwhile investment for any teacher of German. I would definitely recommend it, especially to teachers of beginners' classes.

The language tasks in *Handeln und Sprechen* have been developed for further education training either in Germany or abroad for all adult learners, in particular teachers of German. The material is presented in German. The suggestions are devised for students who are really willing to speak, have some imagination and are working in small groups. Most of the activities are of the lesson-filling type. Although the book does present a few simple activities like 'Number-Bingo' or 'Word-Bingo', it concentrates on items suitable for advanced learners willing to react to a challenge. Many require careful preparation of material (e.g. pictures, story-lines). The number of people who can/should take part, the level of difficulty and the amount of pre-learnt knowledge, the material required and the aims of each game are clearly stated. The book contains a host of suggestions for anyone who is thinking of organising a language day or language weekend for more advanced adults.

ELISABETH SCHULTE-HARRISON
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Bücherregal. A Graded Reading Scheme. Various authors. *BBC/Nelson, 1995. 15 × 16 pp. Singles pack (1 each of 15 readers): £35.00. 0-17-439914-6. Boxed pack (3 each of 15 readers): £85.00. 0-17-439915-4. Pack of 3 cassettes: £35 + VAT. 0-17-439916-2.*

Lesereise 1. German Readers. Gordon, Anna Lise and Harriette Lanzer. *Mary Glasgow, 1995. 16 × 8 pp. 2 each of 16 readers: £80.00. 0-7487-2122-3.*

Both sets are intended for readers aged 11–14 in KS3. *Lesereise* specifies levels 2–5/6 of the National Curriculum; *Bücherregal* does not specify NC levels.

Unique on the U.K. market? A visit to the CILT library confirmed this impression of

Bücherregal. Sets of short, graded readers in German are not new (*vide Lesekiste* and – more recently – *Lesereise* and *Lesezeichen*), but by combining readers with audio-cassettes (of the kind of listening quality to be expected from the BBC), *Bücherregal* is in a class of its own. The extremely varied texts, by a total of eleven different authors, are graded *Gold* ('with a high interest level but using simple language . . .'), *Rot* ('appealing stories at a more demanding level using longer sentences . . .') and *Schwarz* ('challenging reading . . . with limited vocabulary support'). The scheme is described as aimed at 'students in their first two years of learning German'. After two years of German, most of the better pupils in two Year 10 higher sets generally liked the stories but found their length and vocabulary (e.g. *Bauchreden*) tough going, in some cases even in the *Gold* stories (e.g. 'verwechseln'). Some of the lexis goes well beyond GCSE, but it could be argued that it would be difficult to produce such attention-getting texts otherwise. What my pupils unanimously criticised was the placing of the vocabulary list at the *end* of each book, which made an already difficult task even harder.

The stories range from a modern fairy tale (*Eine Reise durch die Zeit* – read with pleasure) through various kinds of media fiction (*Kinderstar* – much enjoyed) to realistic accounts of modern teenage life in Germany (*Mustafas Geschichte* – particularly appreciated in a school with many immigrant families), as well as non-fiction (*Der Käfer* on VW – not much liked). *Das Gespenst* is a ghost story set in the framework of German reunification. While for me it made compelling reading, two of my best pupils found it so impenetrable that they had to abandon it: the generation which grew up after 1989 clearly needs more historical background than I had had time to give. The exercises are differentiated and clearly aim to appeal to every kind of pupil talent, from the artistic to the zealously linguistic. Pupils' opinions on them varied accordingly. Most found some of them imaginative and challenging, but tasks such as 'Schreibe ein Werbeplakat für Schloß Kleebach' tended to be dismissed as 'boring, not at all useful, does not really involve German' by pupils facing the prospect of completing the full GCSE syllabus in little more than three years. Most of my pupils used the course's cassettes. Among the group which listened at home, some found them useful for pronunciation and speed, while others found them uninteresting, and one admitted to falling asleep while listening! The most uniformly positive comments came from the second group, who had chosen books together and used the headphones of a newly-acquired 'listening centre' in class. The use of sound effects was much appreciated. The plastic case in which my set was supplied proved handy and durable.

Lesereise 'builds on themes and vocabulary covered in *Gute Reise* Stage 1'. Neither class was using this course, but that did not seem to matter. The different levels are colour-coded: 'green = easier, yellow = medium, red = harder'. The books are designed to link with revision units after each fourth unit in *Gute Reise* Stage 1. The box in which my set was supplied is intended to function as a classroom display unit. This is an excellent idea in principle but does not allow for easy transport between classrooms, and the cardboard has not proved very durable. Like *Bücherregal*, *Lesereise* is a mixture of different text varieties, such as teenage life, horror and detective stories and factual topics. One of the two authors, Anna Lise Gordon, also contributed two stories to *Bücherregal*. Particularly liked by my pupils were *Oli in Österreich, Die intelligente Katze, Bist du Detektiv/in?, Zwillinge, Postkarten aus aller Welt, Hilfe für die Umwelt – A bis Z* and *Wer ist mein Vater?*

All the members of both classes thoroughly enjoyed the texts and much appreciated their brevity, simplicity, variety and lively presentation. There was much praise for the treatment of difficult vocabulary, asterisked in the text and placed in a box on the same page. This was felt to make the reading much more enjoyable. The 'Übungsseite' was welcomed: the graded tasks offered opportunities for learners at a variety of levels and were seen as useful for language mastery. The close linking of topics (e.g. shopping, school, illness) to the linguistic competence to be expected from pupils following *Gute Reise* Stage 1 could make some of the books suitable as revision for those using other courses, usually, but not necessarily, fairly soon after the topic has been covered. Apart from a list of story titles with levels and topics, the Teacher's Guide also provides a bookmark, a pupil reaction sheet and – most welcome – answers to the questions.

Both sets have attractive and well-presented covers but it can be advisable to protect them before exposing the books to classroom use. Both *Lesereise* and *Bücherregal* have many virtues and will help fulfil the National Curriculum requirements for Reading (and, in the case of *Bücherregal*, Listening). *Lesereise* is more suitable early in the course, *Bücherregal* better towards the end.

RODNEY MANTLE
Rectory School, Hampton (All pupils at previous school: The Ellen Wilkinson School for Girls, London W3)

Exploring German. Sheeran, Joan G. and J. Patrick Mc[illegible]thy. *EMC Publishing, Saint Paul, Minnesota, 1995. Coursebook: xii + 146 pp., £6.50. Activity book: 106 pp., £3.25. 04219-1197-X/1250-X.*

Projekt Deutsch 3. Lehrbuch. Brien, Alistair; Brien, Sharon; Dobson, Shirley. *Oxford University Press, 1995. 109 pp. £6.50. 0-19912153-2.*

Exploring German could be renamed exploring Germany. It contains a wide variety of themes and topics and demands a lot of cultural knowledge. The book is colourful and contains exercises covering the whole of the age and ability range at Key Stage 3 and Key Stage 4. Whilst acknowledging that a wide variety of exercises at different levels of difficulty is good for language learning, I do feel that there is an over-emphasis on cultural knowledge which would only be required by someone devoting their life and work to German and Germany. It is a colourful book with all of the exercises spaced out, making it accessible to students of all abilities. The variety of different types of exercise makes the task of differentiation whilst using this book much easier. The *Activity Book* which accompanies the text is less colourful, whilst containing the same mixture of exercises, and still expects an intimate knowledge of German history, literature, music, politics and the arts. Both of these books can be used personally by the students by writing their answers into the book but this would make using this course very expensive. In general, a useful addition to resources for extension exercises for the most able, revision and re-inforcement exercises for the least able, and ideas for the teacher for time-fillers and homeworks. *Projekt Deutsch-Lehrbuch* is designed to involve the students in activities relevant to them and based on their own experiences. It is colourful and packed with ideas to lead the learning of the students from Key Stage 3 into Key Stage 4. The Topics and Projects in this part certainly provide foundation work relevant to the SEG Modular GCSE. Again in this book there is a wide variety of types of exercise relevant to all abilities and providing a lot of ideas for extension work. I would like to see and evaluate other components of *Projekt Deutsch 3* before making a strong recommendation but it seems a sound course for Year 9!

NIGEL FRANKLIN
John Mansfield School, Peterborough

Germany in the 1990s. German Monitor No. 34. Hahn, H.J. (ed.). *Editions Rodopi B.V., Amsterdam/Atlanta GA, 1995. vii + 190 pp. Hfl. 60,-/$40. 90-5183-833-6.*

The New Germany. Social, Political and Cultural Challenges of Unification. Lewis, Derek and McKenzie, John R.P. (eds). *University of Exeter Press, 1995. x + 365 pp. Hb. £30, Pb. £12.95. 0-85989-494-0/085989-442-8.*

As the dust begins to settle on German unification, this is a good time to take stock of its numerous repercussions on German social, political, economic and cultural life. These two volumes seek to explore this momentous period in German history, albeit in rather different ways.

Germany in the 1990s contains the proceedings of a two-day conference held at Oxford Brookes University in 1994 which aimed to produce a *Bestandsaufnahme* of contemporary Germany. The topics covered are: East German writers since the *Wende* (Tate), Inter-German *Literaturstreit* of the early 1990s (Parkes), East German autobiographies (Herhoffer), Intellectuals and unification (Peitsch), Reunited Germany and Europe (Hutchings), Who wanted unification? (Theobald and Zuber), German–Polish relations since unification (Kennard), Trade unions in the new *Länder* (Edwards), Works councils in the new *Länder* (Farr), Leipzig since unification (Kite), Role of language in the fall of the GDR (Lewis), German universities (Korte), European dimension in German schools (Green), Impact of the Gulf War on German political culture (Bance), 'Made in Germany' (Head), German lawyers (Shaw). The volume provides a wealth of information on contemporary Germany, focusing largely but by no means exclusively on the impact of unification on the chosen areas. While the book is certainly a fascinating read and reveals a high level of scholarly analysis throughout, I found myself more than once wondering who it was written for. There is a mixture of general, expository contributions and more specialised academic investigations, which seem to have different audiences in mind. The book cannot be aimed at the general reader since four of the contributions are in German and quotations are in the original German. Yet I am not at all sure whether the narrow focus of certain chapters is likely to be of much use to the average undergraduate seeking general background information on a given area (e.g. German trade unions or the legal system). In particular, the piece on German schools provides disappointingly little information on the school system itself, which in the new *Länder* has been undergoing radical change in recent times, and relations with Eastern Europe as a whole. More stringent editorial control over the length and nature of contributions would also surely have excluded Peitsch's 17-page, 130-footnote contribution which, fascinating read and impressive piece of work though it is, surely does not belong in a volume such as this. Greater application of editorial red pen and careful cross-referencing would similarly have helped the literary contributions avoid covering some of the same ground. The absence of an index and the inadequate suggestions for further reading simply confirm the impression that the proceedings of some conferences are better left unpublished.

In some ways it is unfair to compare *Germany in the 1990s* with *The New Germany*. The former is an attempt to bring individuals' often rather narrow research interests to a wider audience, while the latter is a conscious attempt to provide a carefully planned introductory volume (for the non-German speaker too) on post-unification Germany. This means not just the new *Länder* but the country as a whole. Clearly structured, the substantial book includes chapters on: Social problems of unification (Thomaneck), Views of the *Wende* (Opie), The GDR: *Wende* and legacy (Lewis), Germany as a European power (Blacksell), German politics since unification (Jeffery), The German economy (Koch), German education (Neather), Women in Germany (Sharp and Flinspach), German media (Sandford), GDR literature (Mellis), Literature after unification (Rohlfs), German theatre (Patterson), German film after the *Wende* (Hughes and Brady) and German language (Lewis). There is also an informative chronology of events, an excellent glossary of terms, a substantial bibliography and an index. It is difficult to single out individual contributions in such a well conceived and edited volume, but the central section on 'Political, Social and Economic Challenges', in particular the chapters by Blacksell, Jeffery and Koch, has much to commend it. Each of the book's chapters provides an up-to-date picture of the particular topic but at the same time places unification within the broader framework of contemporary Germany; this, together with the 'Further Reading' section which concludes each chapter, makes the volume an admirable companion to German studies. The book would not be out of place on undergraduate bookshelves and deserves the serious consideration of the sixth-form library.

JOHN KLAPPER
University of Birmingham

Eurolab Junior. Deutsche Ausgabe. *Revilo Language Cards, 1995. 36 cassettes, transcript, student's record sheet, question sheets, answer cards £99.00. 1-897-60975-1.*

Eurolab Junior is a self-access German listening library for use by pupils at KS3 level to complement Revilo's successful Eurolab series for KS4. The materials consist of 36 five-minute cassettes, accompanied in each case by an attractively presented laminated task card and answer card. There is a photocopiable record sheet for each pupil to use and a transcript booklet. As each card carries 10 points and the answer sheet is user-friendly, pupils can work independently, moving from one topic to the next at their own pace .

The topics themselves are wide-ranging and include not only the more obvious situations like *Am Bahnhof* or *Im Hotel* but also dialogues based on *Taschengeld* and *Weihnachten*. The quality of the tapes is excellent and the use of young native speakers provides authenticity, while the speed of utterance is reassuringly less daunting than that of some recent coursebook listening material.

Tasks are clearly set out with the same format throughout, beginning with a detailed example. In most tasks the pupil chooses the appropriate letter from a series of alternatives in picture form, thus emphasising the listening element rather than requiring several skills simultaneously. A few tasks require single-word answers in English (although the instructions are in German). The packs will be entirely target language-based with effect from next year, however, in line with the new national requirements.

The cassettes can either be used at KS3 or later as a revision tool. They could be used for individual reinforcement, via walkmans in class or in the language lab. If teachers wished to minimise disruption, several tasks could be transferred onto longer tapes. As there is no preparation, photocopying or marking involved, every resource room should have at least one set.

JULIA WATSON
Uppingham School, Rutland

Ab initio language learning. A guide to good practice in universities and colleges. The example of German. Leder, Gabriela *et al. CILT, 1996. 220 pp. £18.00. 1-874016-58-5.*

This substantial, A4-format collection of contributions on 'good practice in universities and colleges', supported by the Goethe-Institut, CILT and DAAD, provides teachers of *ab initio* German – and others – with a wealth of ideas and more importantly, useful sample lessons and practical suggestions. The ideas in the publication are, with some exceptions, genuinely transferable to the teaching of all European languages and the editors are justified in their assertion that 'the concepts and ideas presented can be easily applied and adapted to *ab initio* language courses in other countries and to teaching languages other than German' (Introduction p. 1.) The photocopiable classroom materials and many of the large number of references are, of course, of less use to non-Germanists.

The reviewer read the volume from cover to cover but would not recommend this to other readers. Many of the chapters (e.g. Chapter 4): German for specific purposes – Teaching language to engineering and science students of *ab initio* German) are inevitably mainly of interest to teachers already involved in a particular area. Nevertheless, some apparently narrow topics can provide new impetus. The range of topics covered is perhaps not as comprehensive as one might expect, given the size and cost of the book. The editors might usefully have included more material on the use of the Internet, on satellite and video, on motivation, on teaching mixed groups. Some chapters covered very familiar material (e.g. Sabine Hotho's review of different language teaching methodologies in 'Language teaching methodology and coursebooks – Paradigms, changes and choices'). Some chapters are slight and of restricted interest to the majority of teachers. Provided, however, that the reader is selective in his use of this book, there are many insights to be gained.

PAT PARRY
University of Hertfordshire, Watford

News and notes

Leipzig 1996

There were fifteen of us. Heads of department some, some not so world-weary. Schools from state and private sector were represented, but it mattered not a jot where you came from or what your background: we were there, keen linguists, keen to boost our German, keen to discover the ehemalige DDR. And what better place to do all this than Leipzig?

Of course, we'd had to weigh up whether we really wanted to give up our half term holiday. And we'd had to leave work for the time we'd be away. But we wouldn't have missed it for the world. None of us.

A varied programme of activities enabled us to get amongst the local folk, to ask their opinions: was life better or worse for them, now that their 'freedom' had been returned? How did they respond to the capitalist wave, having undergone forty years of the 'security' of the Stasi? How did we judge it all, transient visitors from the west? What effect was this having on our view of the new Germany?

Inter-DaF at the Herder Institut of the University of Leipzig and the Goethe-Institut London together with ALL had organised a most comprehensive and interesting programme for the twelve-day course. We were given a tour of the town, informed about how Leipzig is investing fortunes in its efforts to reclaim its past glories as Messe- and Buchstadt; visits to new developments were an essential part of the course. Schools were included, and we sat in on English lessons taught by former Russian teachers. We swapped addresses with colleagues keen for contacts in Great Britain. The more we witnessed, the greater became the fascination. Questions were invited and answered throughout.

Leipzig is nothing if not a lively cultural centre. 'Die lustige Witwe', Mahler's 4th Symphony, Leipzig Kabarett, readings from the local writer-made-good were all part of the programme, as were visits to various Studentenkneipen and Gaststätten. The longer we stayed, the more we engaged in German conversation (which we did amongst ourselves throughout), the better we developed our deutsche Sprachkenntnisse. You could feel yourself improving, you could hear it, you could almost reach out and touch it! It was a very vivid experience.

And how could we, relatively poorly paid teachers of German in the UK system, afford all this? Lingua provides the funding. The Student's Card rolls back the years, and entitles you to excellent student meals in the Mensa. The Straßenbahnnetzkarte (issued free) gives unlimited access: accommodation is bed and board and sufficient Taschengeld is issued at the start of the course to ensure that the experience will not be ruined by lack of funds. Transport (flights, trains etc) to and from Leipzig is refunded on return.

And how does the school afford it? (We're not, you know, indispensable!) It costs the school next to nothing. One third of cover costs are repaid by Lingua and cover is reduced anyway by exams, in full flow the first week after the summer half term. The timing is ideal. And the pay-off for the school is the most intensive, successful form of INSET that has ever been devised. The Head that cannot 'afford' such training is suffering from acute myopia!

The greatest mystery is highlighted in my leading sentence. There were *fifteen* of us. From the entire UK. The course can cater for almost double that figure. Come on, ask yourself, can YOU afford not to go? I couldn't help but feel that, with sixteen years of service behind me, I'd EARNED this. Haven't you?

Bob Landberger

Deutschland

Britons (and others) honoured in recent months by the Germans:

Mr Peter Drake (Honorary Consul for Germany in the Bailiwick of Guernsey): Cross of the Order of Merit of the Federal Republic of Germany

Sir Howard Hodgkin (painter): 1997 Shakespeare Prize

Brooke Unger (Berlin correspondent of *The Economist*) and Wilfried Kratz (*Die Zeit*) winners of the Anglo-German Foundation's 1996 journalism prizes.

Last year a **census was taken of the German population** – the first all-German five-year census. It shows a population increase of 1,700,000 since 1991. Other findings (1995 compared with 1991):

population: 81,600,000 (+1,700,000)

population of eastern Länder plus East Berlin: 15,500,000 (–400,000)

number of households: 37,000,000 (+1,700,000) (The biggest increase was in single-person households (36%) but these are still only 16% of the total.)

people in work: 36,100,000 (44% of population) (–400,000 (1.5%) in western states, –1,000,000 (12%) in eastern states plus E. Berlin.)

number of foreigners in work: 3,000,000 (+400,000 (15%))

registered work-seekers: 4,000,000 (+1,400,000) (Male unemployment increased by 60%, female by 47%.)

part-time workers: 5,300,000 (+500,000 or 16% of all employees) (One third of women and 3% of men work part-time.)

number of people with university or equivalent technical qualification: 16.6% of skilled employees (+2.6%)

Your News and Notes compiler is trying to get used to the **Internet**! For a start he initiated a search to see how many references to Austria there were (*ca*. 350,000), next Germany (over 950,000) – and then the system collapsed, probably afraid that it would be asked to print out the 950,000 references. (How long would that take? Maybe about 110 days non-stop. Your editor could not wait that long!) The learning process continues.

However, for those with access to the **Internet** some more addresses (from recent editions of *Deutschland*):

http://www.zeit.de – for extracts from *Die Zeit*

http://www.laum.unihannover.de/iln/bibliotheken – Verzeichnis deutschsprachiger Kataloge und Institutionen

http://www.messefrankfurt.de/art (till March 1997) – reproductions of works of art with measurements and size

http://rail.rz.uni-karlsruhe.de/rail/rsask-d.html – Fahrplanauskunft der Deutschen Bahn AG (or **GO BAHN** on CompuServe)

http://www.frankfurt-airport.de – Rhein-Main-Flughafen

http://www.borussia-dortmund.de – for the home page of the well-known football team

http:/www.informatik.hu-berlin.de/biw/index/html – for information on Berlin

GO BEPLEXIKON (on CompuServe) for the Bertelsmann Universallexikon

GO DPAKURZ (CompuServe) for the current news from the Deutsche Presse-Agentur

GO INFOSUISSE (CompuServe) for information on Switzerland

http://www.informatik.uni-erlangen.de/nestmann/thesis/index.html – university theses

http:/www.dir.de/BMWi/ will get you information on Germany from the Bundeswirtschaftsministerium, in particular 'Info 2000 – Deutschlands Weg in die Informationsgesellschaft'

(*Please note:* Not all these services are necessarily free!)

For more information on the Internet see *Deutschland*, August 1996 (pp. 44-49).

A referendum held in Brandenburg and Berlin last May rejected the proposal that these two Länder should be merged. Overall, Berliners voted for it (by 53.4%) but East Berliners were against. However, 66.6% of Brandenburger voted against. The strongest 'no' areas were Potsdam and Frankfurt an der Oder.

Britain and Germany have opened a **joint embassy** in Reykjavik. In Almaty, Kazahkstan, German, British and French diplomatic missions are under the same roof. In Quito, Ecuador, there is to be a joint German–British Chancellery. In Abuja, the new capital of Nigeria, 13 EU states are planning to set up a European Embassy Chancellry.

Schools on the Net – a new initiative promoted by the Federal Ministry for Education, Science, Research and Technology and Deutsche Telekom has created a rush to join the computer data network. It is likely that 10,000 schools will be 'on the Net' as a result. The Ministry and DT plan to spend DM59m over three years. The schools get the computers, the ancillary link and staff training facilities. The scheme is also backed by universities, computer firms, educational publishers, trade magazines and the Kultusministerien of the Länder.

Promotion for Bonn: Five years after the Bundestag's decision to move government and parliament to Berlin, Bonn has been officially declared a UN city along with New York, Geneva, Vienna, Rome and Paris. The first UN agencies to open in Bonn are the United Nations Volunteers (UNV) agency, UNFCC (the UN Framework Convention on Climate Change) and UNEP/CMS (secretariat for the UN Convention on Conservation of Migratory Species of Wild Animals. Bonn has also made bids for the ILO (International Labour Organisation), the International Cotton Secretariat and the UN Convention on Desertification.

74,200 books were published in Germany in 1995, including 53,000 new editions. (In the UK 95,064 books were published, including 22,918 new works in 1995; in the USA 40,584 (of which 10,331 were new in paperback) in 1994.) Educational publishers are faced with big outlays for revision of textbooks following the spelling changes.

The **Vienna Declaration**, signed there on July 1, 1996, brings about the spelling reforms which will be put into effect in a transitional period from August 1, 1998, to July 31, 2005. The declaration was signed by Germany, Austria, Switzerland, Belgium, Liechtenstein, Hungary, Romania and South Tyrol. (Who says there are only three German-speaking countries?) As well as spelling changes, punctuation rules are changing. There will be, for example, only 5 rules concerning the comma instead of 27. (Who can list all 27 rules?)

For several articles on **social matters** (Die Mitmachgesellschaft) see the magazine *PZ* (Bundeszentrale für politische Bildung, Bonn, June 1996) produced for German schoolchildren. There is too much to quote here, but here is a brief taster:

Die Frau aus Hoyerswerda ist da... Es ist jener gespentische September 1991. In der sächsischen Stadt Hoyerswerda regiert der Mob, Ausländer zittern um ihr Leben. Zu den wenigen Einwohnern, die gegen diesen Wahnsinn angehen, gehört die 51 jährige W.S. Sie diskutiert mit den randalierenden Jugendlichen im Arbeiterwohnheim, versteckt einen jungen Mann aus Mosambik eine Zeitlang in ihrer Wohnung, um ihn zu schützen...

Die DDR, die (nicht) in der Zeitung stand... – Manches kannte die DDR tatsächlich nicht: Rauschgift und Bandenkriminalität zum Beispiel oder Autoklau. Andere Verbrechen aber geschahen auch hinter beziehungsweise vor der Mauer. Diebstahl, Mord und Totschlag, Vergewaltigung oder sexueller Mißbrauch von Frauen und Kindern. Nur: Solche Delikte wurden selten einer größeren Öffentlichkeit bekannt. – 1986 zum Beispiel geschah in einer zwischen Cottbus und Dresden gelegenen Kleinstadt ein grausiges Verbrechen: Ein Familienvater schnitt seiner Frau und seiner kleinen Tochter die Kehlen durch. Die Frau starb, das Mädchen überlebte schwerverletzt. In der Stadt wurden die schaurigsten

Geschichten erzählt. Die Boulevardpresse hätte tagelang von einer solchen Geschichte gezehrt, aber es gab keine Boulevardpresse in der DDR. Die einzige Heimatzeitung aber, die zugleich das 'Organ der SED-Bezirksleitung' war, brachte nur eine klitzekleine Nachricht von der Mordtat. (*PZ*, 03.96)

Changes to the **Ladenschlußgesetz** have now taken effect: Shops may be open between 07.00 and 20.00 (Monday–Friday), 06.00 to 16.00 (Saturdays). Long Thursdays and Saturdays are discontinued. Permitted opening hours are thus increased from 68.5 hours to 80.

The **Magnetbahn Transrapid** between Hamburg and Berlin is due to be in service by 2005. It is planned that there will be a service every 10 minutes. It will take 64 minutes for the distance of 292 km (131 km on stilts).

Languages are part of work! – A knowledge of languages is becoming more and more important in careers at all levels: Today one in 12 German employees needs a foreign language at work and one in 25 have had at least one long stay in a foreign country as part of their job, according to a survey organised by the Bundesinstitut für Berufsbildung. The need for languages moves up with the skills table. Maintenance men and other technicians, says the report, need another language least. Amongst the more highly-skilled, the demands are much higher – 42% of employees in traffic and transport, 38% in hotels and catering, 28% in engineering, 24% in retailing, 21% in banks. The greatest requirement is amongst people from university: 45% of males and 39% of graduates questioned said they needed a foreign language at work. One in three of those questioned claimed competence in English and in the western Länder 15% French.

Can a press release of the **German Embassy in London be not serious**?! On April 1st last we were told that a brilliant white rose had been developed which had no smell but acted as an air purifier. Called the Rosaputz it would be marketed for its beautiful looks and its cleansing qualities. For the English market, however, the pilot title was 'Headingley White'. Mr Jowka, marketing manager for Rosaputz, said: My wife comes from Leeds and there is a famous cricket ground there. If Yorkshire wins the county championship, they'll get the biggest bunch of white roses ever!

At 19.30 (continental time – Monday–Thursday) the **Franco-German TV station arte** (on Astra and elsewhere) broadcasts a news programme from Strasbourg (called '7½') with an emphasis on Europe.
(*Information mainly from the German Embassy and the magazine* Deutschland)

Österreich

(*Information as usual mainly from the Bundespressedienst in Vienna*)

Nur 0,002% aller Arbeitnehmer in Österreich waren 1995 an einem **Streik** beteiligt! Arbeitskonflikte werden weiterhin am Verhandlungstisch gelöst. 1995 gab es nur einen einzigen Streik, an welchem 60 Arbeitnehmer beteiligt waren, die insgesamt 894 Stunden und 24 Minuten im Ausstand waren. Die Streikdauer pro österreichischem Arbeitnehmer machte generell nur 1,05 Sekunden aus.

Einer Aussendung des Statistischen Amtes der EG (Eurostat) ist zu entnehmen, daß Wien in einer Rangliste der reichsten Regionen in der EU den fünften Platz einnimmt. Angeführt wird die Tabelle von Hamburg mit einem Bruttoinlandsprodukt pro Einwohner (1993) in Kaufkraftstandards von 190 (EU-Durchschnitt: 100). Wien hat einen Wert von 161 und liegt damit noch vor Regionen wie Oberbayern und Bremen.

Gemessen am Bruttoinlandsprodukt (BIP) pro Einwohner ist Österreich nach Luxemburg, Belgien und Dänemark das viertreichste Land innerhalb der EU. In einem Vergleich des BIP je Einwohner (in Kaufkraftstandards 1993) von Mittel- und Osteuropa zur EU und zu den USA fällt Österreich etwas zurück, liegt aber dennoch im absoluten Spitzenfeld. Dies geht aus einem Bericht von Eurostat hervor.

Football in the German classroom: *Kick-off Deutsch mit Uwe Rösler*

The year of Euro '96 during which England played host to 31 top international football matches between the very best teams in Europe provides an ideal opportunity to introduce the topic of football into the German classroom. As football is very popular with many young people the teaching pack 'Kick-off Deutsch mit Uwe Rösler' is aimed at providing teachers with a novel way of encouraging their pupils' interest in German language and culture.

The teaching pack produced by the Goethe-Institut Manchester consists of a 13' video entitled 'Kick-off Deutsch mit Uwe Rösler' accompanied by a comprehensive book of teaching materials for both GCSE and A-level German and by an audio-cassette. An English version entitled 'Kick-off in German with Uwe Rösler' is available for use with beginners of German or as a stimulus to potential learners of German. The teaching pack approaches the topic 'football' through the intercultural dimension. It focuses on the German striker Uwe Rösler who plays for Manchester City Football Club.

The Video

The video gives an intriguing insight into the different styles of football in Germany and Britain, Rösler's own views on the mentality of the German and the British, the daily routine of a football player, his triumphs and disappointments and how he is coping with these as well as with the enthusiasm of his fans.

The teaching materials for use with the video

The teaching materials contain a wide selection of ideas on how to introduce and exploit the subject of football in the classroom situation. The first two sections of the book are devoted to working towards GCSE level using primarily the video but also the audio-cassette. These sections encompass the cultural contexts and language skills outlined in Key Stages 3 and 4 of the National Curriculum Programme of Study for Modern Foreign Languages. Whereas the first section can be used with pupils who have learnt German for no more than a year, the **second section** is geared towards GCSE groups which have progressed beyond beginners' level. Each section contains both detailed information for the teacher on methods of teaching as well as work sheets for pupils. The **third section** is devoted to working with the video and the audio-cassette at A-level. The tasks and assignments in this section are designed both to improve the language skills as well as deal with aspects of cultural awareness. This material should yield enough ideas and possibilities for further extension such as coursework assignments. Teachers should feel free to choose exercises best suited to their pupils' ability range. Section 1 has an inherent progression whereas sections 2 and 3 follow no set progression and can thus be used according to the teacher's needs. The appendix gives the complete transcript of the text of the video and audio-cassette, details of Uwe Rösler's curriculum vitae, two in-depth newspaper articles relating to Uwe Rösler for those wishing to exploit the topic in greater detail and a bibliography containing items on teaching football in the classroom in addition to publications on various issues relating to teaching methods.

The audio-cassette

The audio-cassette contains the entire spoken text of the video.

How to order

To order choose one of the following three combinations:

1
   - Video in German (13')
   - Audio-cassette in German (13')
   - Book of teaching materials (71 pp.) £7.00
2
   - Video in German (13')
   - Video with English commentary and subtitles
   - Audio-cassette in German
   - Book of teaching materials (71 pp.) £10.00
3
   - Video with English commentary and subtitles £3.00

The teaching pack can be ordered from the Goethe-Institut Manchester, Tel: 0161 237 1077.

Goethe-Institut Manchester

Lehrerfortbildungskurs in Österreich

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Publications received

Listed below, pending review where appropriate, are all publications received since the last issue of the journal (excluding those already reviewed in the current issue) which are of potential relevance to the teaching of German and German Studies.

OMITTED FROM ISSUE 13

Key Stage 3 German. Hawkin, Terry. *Letts Study Guide. Letts, 1995.*

Lesereise 1. German Readers. Gordon, Anna Lise and Lanzer, Harriette. *Mary Glasgow, 1995.*

Letzter Zug nach Königsberg, Two Stories by Arno Surminski. Stephen C.J. Nicholls (ed.) *30 Marle Avenue, Burgess Hill, West Sussex, RH15 8JG.*

Memo. Wortschatz- und Fertigkeitstraining zum Zertifikat Deutsch als Fremdsprache. Häublein, G. *et al. Langenscheidt, 1995.*

Oxford Colour German Dictionary. Prowe, Gunhild and Schneider, Jill. *Oxford University Press, 1995.*

Oxford Paperback German Dictionary & Grammar. Prowe, Gunhild; Schneider, Jill; Rowlinson, William. *Oxford University Press, 1995.*

Reflections on Reading from GCSE to 'A' Level. Grenfell, Michael (ed.) *CILT, 1995.*

Schau ins Land. The German-Language Audiomagazine. Sevin, Ingrid (ed.) *Champs-Elysées, inc., Jahrgang 10, Nr. 6, Dezember 1995.*

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Studying in Germany. Hodgins, Desmond. *University of Liverpool, 1995.*

Stufen International 1. Vorderwülbecke, Anne and Klaus. *Klett, 1995.*

Taking German Further. Martin-Wünscher, Sigrid and Martin, John. *Hugo's Language Books, 1995.*

Theater und Film. Ein historischer Abriß. Themenhefte zur Landeskunde. Thomas, Ralf Stephan and Habersack, Charlotte. *Max Hueber Verlag, 1995.*

Übungsgrammatik Deutsch als Fremdsprache für Fortgeschrittene. Hall, Karin and Scheiner, Barbara. *Verlag für Deutsch, 1995.*

Wirtschaft. Themenhefte zur Landeskunde. Klott, Klaus. *Max Hueber Verlag, 1995.*

Wirtschaftsdeutsch für Anfänger. Grundstufe. Macaire, Dominique and Nicolas. Gerd. *Klett, 1995.*

Wortschatz und mehr. Übungen für die Mittel- und Oberstufe. Apelt, Mary L. *Verlag für Deutsch, 1995.*

Wortwörtlich. Deutsch für die Mittelstufe. Pantis, Brigitte and Küster, *Jürgen Diesterweg, 1995.*

RECEIVED SINCE LAST ISSUE OF GT

3-2-1 los! A Video-Based Course for Young Beginners. Book 1. Wer bist du? *Invicta Media Productions/Goethe-Institut London/Kent County Council, 1995.*

1945–1995. Fünfzig Jahre deutschsprachige Literatur in Aspekten. Knapp, Gerhard P.; Labroisse, Gerd, and Visser, Anthonya. *Rodopi, 1995.*

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Texte lesen und inszenieren. Alfred Andersch: Sansibar oder der letzte Grund. Romantext (gekürzt). Arbeitsblätter. Unterrichtshinweise. Schewe, Manfred et al. *Klett Edition Deutsch, 1995.*

Alle einsteigen! Assessment File 2. Saunders, Joy and Tumber, Margaret. *Hodder & Stoughton, 1996.*

Alle einsteigen! 3 Schülerbuch, Overhead transparencies, cassettes. Saunders, Keith, Simpson, Mike and Ernst, Karin. *Hodder & Stoughton, 1996.*

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Blick. Mittelstufe Deutsch für Jugendliche und junge Erwachsene. Fischer-Mitziviris, Anni and Janke-Papanikolaou, Sylvia. *Max Hueber Verlag, 1995.*

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Deutsch im Beruf. Wirtschaft 2. Arbeitsbuch. Hassel, Ursula and Varnhorn, Beate. *Verlag Dürr & Kessler, 1996.*

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Deutsch rapid. A German Self-Study Course for Beginners. Luscher, Renate. *Verlag für Deutsch, 1995.*

Notes for contributors

Contributions The Editorial Committee welcomes previously unpublished articles which will further the cause of the learning and teaching of German.

Contributions are expected to fall into one of these categories:

a) Articles of about 3000 words.

b) Brief (up to 1000 words) items of information, notes on innovative practice, discussion points (including those arising from previous articles).

c) Reviews usually of about 300 to 400 words (longer reviews or articles may be accepted).

The guidelines below are intended to help contributors:

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Articles should be submitted either typewritten or on computer disk (plus hard copy)

a) Typewritten: Type with double spacing. Typewriters or word processors should be set at 44 characters (the equivalent of the line length), as this will help the Editor plan the arrangement of the journal. Please send two copies of the article and keep one for yourself. One copy of the article should be 'clean' (with no corrections) to enable the printer to scan it. If there are any changes or corrections these should be made on the second copy.

b) Disk: Send 3½" or 5¼" disks (NB not Amstrad Cf2 disks) in double, single or high density formats. Most word processing packages are acceptable but if you have any query contact the ALL office. Also send in one hard copy of the article with the disk, and keep one for yourself.

Give your article one short title (not a title and a subtitle), and divide it up with brief subheadings.

Give full references for all sources quoted. Journal policy is to put these at the end of the article and not at the bottom of the page.

Illustrations

Photographs are particularly welcome, as are charts, diagrams and tables where relevant. Please send these at the same time as your typescript.

Timing

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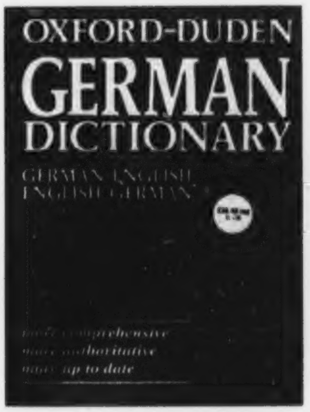
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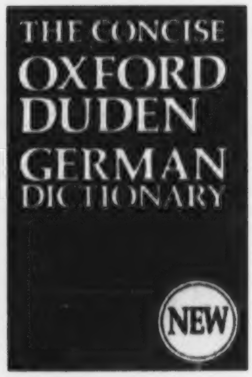
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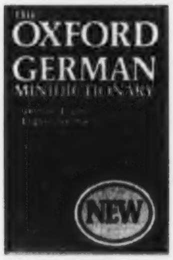
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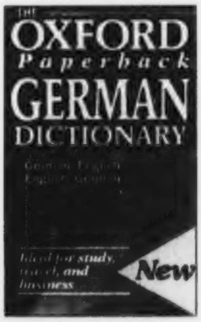
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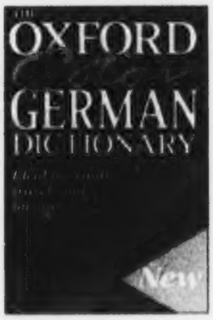
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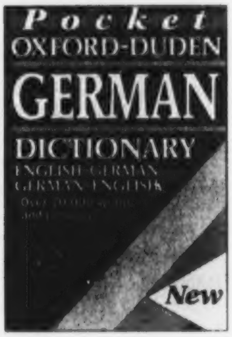
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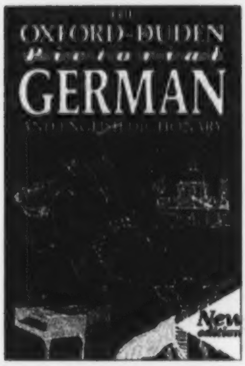
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DECEMBER 1996 No. 14

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The German Journal of the Association for Language Learning

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German Teaching is published twice a year, in June and December. It is supplied free to those who choose it as one of their two specialist language journals in addition to *Language Learning Journal*, and is available on subscription to libraries and individuals. For subscription details, see ALL address below.

Other journals published by the Association for Language Learning

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Registered Charity No. 1001826

German Teaching

June 1997 · No. 15

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Published by
Association for Language Learning

Design and Typesetting
Troubador Publishing Ltd
PO Box 31, Market Harborough
Leics LE16 9RQ

Printed by
Stephen Austin & Sons Ltd
Caxton Hill, Hertford, Herts SG13 7LU

ISSN 0953 4822

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FREE CLASSROOM RESOURCE MATERIALS

One of the reasons for changing over to an A4 format is to permit the inclusion in the journals of materials that can be used immediately for teaching purposes.

For this first edition in the new format we have included some sample pages from the ALL Classroom Resource series (available also in French, Italian and Spanish).

For future issues, readers are invited to send in pages of resource material (any level, any sector) which they are willing to share with colleagues. They must be in A4 format, typed / word processed, and free of any copyright restrictions (this includes graphics).

German Teaching, June 1997, No 15, 2–5

Rocking the syllabus: the lyrics of Udo Lindenberg

Annette Blühdorn
University of the West of England

INTRODUCTION

A reader on lyrics of German popular music for use both at sixth-form and university level to be published by the German Academic Exchange Service is in preparation. The Goethe-Institut, too, has collected material on that topic over recent years.[1] The idea to incorporate popular music into the teaching of German is neither original nor new; however, translating it into classroom practice still is. This article aims to show how the lyrics of the German rock musician Udo Lindenberg, who has been popular in Germany for the last 25 years, can be integrated into German teaching. It will give some general information about Lindenberg and the part he plays within German popular culture; make specific suggestions for the use of Lindenberg's lyrics in German teaching; and provide a discography to facilitate access to Lindenberg's songs.

"lyrics can provide a stimulating and creative change. They do not aim to be didactic and therefore have a different, i.e. more open approach"

WHY LYRICS? WHY UDO LINDENBERG?

Since Lindenberg's lyrics require a certain level of linguistic skill and cultural knowledge about Germany, the most suitable target group for his songs are probably A-level students. Lindenberg's work covers an admirably wide range of topics, and many of them correspond, in fact, to subjects set by the German A-level syllabus, e.g. *Berlin 1945–1990: Geschichte einer Teilung; Ausländer in der BRD* (AEB 1997), *DDR und BRD in der Nachkriegszeit; Rechtsradikalismus im neuen Deutschland* (Cambridge 1997/98), *Der Generationenkonflikt; Gastarbeiter* (O&C 1996/97) etc. The question is, what kind of contribution the lyrics of Lindenberg can make to these topics or – in other words – what benefit students will derive from them. This is best answered in two stages.

Firstly, the use of lyrics in teaching modern foreign languages has certain general advantages. The information students need in order to become acquainted with a new topic, is normally conveyed by non-fictional texts. To this, lyrics can provide a stimulating and creative change. They do not aim to be didactic and therefore have a different, i.e. more open approach. Like poems, they require a more detailed analysis of the contents than any text written in prose. As their story and message is condensed into only a few lines, lyrics leave more room for the students' own thoughts, reflections and ideas. They also make a good starting point for creative writing, e.g. adding another stanza or rewriting the lyrics in prose. As regards language, lyrics demand closer attention than prose. Very often literal expressions are replaced by metaphors, facts are hidden behind symbols, boundaries of language registers are crossed purposefully. These linguistic variations provoke different interpretations. They should not appear as a threat to the students but rather be an incentive to crack these texts. The teacher's didactic support makes all the difference here.

Secondly, the question arises why Lindenberg's lyrics in particular have definite advantages over lyrics of, for example, DIE PRINZEN or DIE FANTASTISCHEN VIER, who are admittedly more popular with today's German teenagers. Lindenberg did, indeed, celebrate his 50th birthday in May 1996. However, there are a number of good reasons for referring to him, rather than anybody else, as *'Deutschlands Renommier-Rocker Nr. 1'*.[2]

Lindenberg was the first to establish German as a language of rock music. When he released his album *ALLES KLAR AUF DER ANDREA DORIA* (1973), which consisted of German lyrics throughout, this was, as Lindenberg phrased it himself, a kind of revolution, *'weil, deutsch und Rockmusik, das galt damals als sowas wie Feuer und Wasser'*.[3] Within German popular music the German language was strictly related to the *Schlager*, against which the new rock generation clearly wanted to stand out. Whereas the German *Schlager*, represented by stars like Katja Ebstein or Heino, did not claim to confront social or political problems but rather glossed over them with unrealistic dreams, rock music emerged from the spirit of rebellion and counterculture and wanted to face reality. In the early 1970s, the paradox of the attempt to establish genuinely German rock music was that the musicians had to use English as the language of rock lyrics because: '*jeder der deutsch sang gehörte automatisch zum Schlagergeschäft*'.[4] Also, there was a prejudice against the German language which was felt to sound too harsh for rock music. In fact, since Anglo- American rock clearly dominated the whole music scene, it was difficult for any artist to be successful using German lyrics. Lindenberg, however, managed to start such a revolution and '*begründete eine neue deutsche Pop-Tradition*'.[5]

One reason for Lindenberg becoming so successful with his German lyrics is that he established his own distinctive idiolect, which in the course of the years contributed considerably to the shaping of a new German everyday language and youth slang. Expressions like *tierisch, galaktisch, Controlletti, keine Panik* or *alles paletti* have their origin in Lindenberg's lyrics.[6] This effect on the German language confirms Lindenberg's central position within German popular culture.

From the beginning Lindenberg's texts displayed subtle social criticism. He got famous for his detailed description of everyday situations showing individual or general social problems. Open criticism and political lyrics became characteristic after 1979, when Lindenberg got involved in the anti-fascist programme of *Rock gegen Rechts* initiated by the newly established regional Green Party *Grüne Liste Hessen*. Lutz Bertram is right when he describes this event as a turning point in Lindenberg's career: '*Diese Veranstaltung wird zum Wendepunkt auf Udos Weg vom chaotischen Rundumschläger zum politisch handelnden Künstler*'.[7] Now Lindenberg frankly commented on a wide range of political issues, aiming to make his audience face the problems his lyrics are dealing with.

Until today, Lindenberg has written about 350 songs and released more than 40 albums. The title of his last CD *UND EWIG RAUSCHT DIE LINDE* (1996) suggests that there is every intention to carry on. This long-lasting career is yet another reason for taking Lindenberg seriously as an integral part and witness of contemporary German life and popular culture to which he has made significant contributions.

LYRICS CONCERNING AUSLÄNDERFEINDLICHKEIT, RECHTSEXTREMISMUS, MULTIKULTURELLE GESELLSCHAFT

Lindenberg's first song dealing with issues of *Ausländerfeindlichkeit, Rechtsextremismus, Multikulturelle Gesellschaft is Ali* (1981).[8] It describes the situation of Ali, a Turkish boy born in Germany, whose life and feelings are split between two worlds: his so-called homeland Turkey: '*das Land seiner Eltern / das er nur von Bildern kennt / und vom Fernsehn, das Land, das sein Vater / die echte Heimat nennt*' and Germany where he would like to feel at home, but is not allowed to: '*Dauernd gibt man ihm so'n Gefühl, als müßte er sagen: / Entschuldigen Sie, daß ich geboren bin*'. Ali has a German girlfriend whom he can never visit at her home, because her father – a member of the Nazi generation – sticks to his motto '*Kanacken raus!*'. Despite this reference to German hostility to foreigners, the main emphasis in this song is on the typical inner conflict of second generation foreigners who do not know which country they belong to. The solution Lindenberg offers at the end of the song is surprisingly banal, and it hardly reflects the complexity of Ali's problem: all his negative experiences are swept away with the somewhat naive statement that Ali's '*Heimat*' is simply where his friends are. If this ending is based on wishful thinking rather than on reality, this is even more so in the version of the song included in the anthology of Lindenberg's songs (*Alle Songs*, p.162). Here the text has two extra lines, which Lindenberg never sang: '*Vergiß jeden, der dich anmacht, 'ne echte Peinlichkeit / gerade hier im Land der braunen Vergangenheit*'. Even in 1981, when the problem of xenophobia was comparatively small, it could not be solved by simply forgetting about it. With or without these additional verses, the lyrics reflect that at that time xenophobia was seen as an unpleasant exception in Germany rather than a profound problem. At the beginning of the 1980s right-wing extremism and xenophobia were still a marginal phenomenon; only at the end of the decade right-wing organisations began to mushroom and brought with them increasing violence against foreigners.

In 1985 Lindenberg wrote the song *Sie brauchen keinen Führer* which describes more clearly the problems foreigners had and still have to face in Germany. The lyrics show different situations and places (e.g. '*In der U-Bahn . . .*'; '*In den Kneipen . . .*'; '*Auf dem Schulhof . . .*') where Turks – the largest group of foreigners living in Germany and therefore representative of ethnic minorities in general – are discriminated against or threatened by the violence of '*grölende Germanen-Gangs*'. These Germans are called Neo-Nazis because they are xenophobic. The main message of the song is carried by the chorus, which describes Neo-Nazi activity as being independent of organisational imperatives or patterns of hierarchy, and, indeed, from any ideology. In this respect Neo-Nazis are clearly distinguished from the first Nazi generation: '*sie brauchen keinen Führer / . . . / und keine braune Uniform / . . . / sie marschieren nicht in der Reihe*'. What they share with their predecessors is their nationalism. The lyrics reduce the whole Nazi ideology to xenophobia. Lindenberg is right when he suggests that the lack of a wider ideological framework is characteristic of the majority of those displaying violence against foreigners. They rather act on the basis of a general feeling of disadvantage and discontent with their personal situation, caused, for example, by unemployment or cultural and social isolation.[9] The way, however, in which Lindenberg equates this kind of hostility towards foreigners with Neo-Nazism appears premature, because both phenomena have to be kept separate from each other. As Wolfgang Benz points out: '*Zu differenzieren wäre [. . .] zwischen ideologisch gefestigten Neonazis und denen, die ihrem Protest, ihrer Hilflosigkeit, ihrer Not mit [. . .] tabubrechenden Parolen und Kostümierungen Wirkung verschaffen möchten*'.[10] For obvious reasons public opinion is normally not that differentiated, but prefers to equate xenophobia with Neo-Nazism. Lindenberg's lyrics represent a widely shared consensus in Germany during the latter half of the 1980s. For A-level teachers the song *Sie brauchen keinen Führer* provides an ideal starting point for a discussion of what may be the characteristics of Neo-Nazis – apart from xenophobia, which is, of course, a necessary but not a sufficient criterion.[11]

Lindenberg's sensitivity to social and political processes in Germany is further developed in his song *Vom Opfer zum Täter* (*BUNTE REPUBLIK DEUTSCHLAND*, 1989). Here he subtly differentiates between xenophobia and Neo-Nazism. The main character is unemployed and hence full of despair: '*Er dreht hier noch durch: Was mach ich bloß?*' He is isolated within society: '*Eins ist ihm klar: Alles läuft ohne ihn.*' From this position he becomes a football fan, which as a way of social integration is open even to those who cannot demonstrate any personal achievement. Here he develops strong sentiments of nationalism. Being a German is his very last justification of being part of the society he lives in, and he is '*wenigstens stolz darauf, ein Deutscher zu sein*'. In the end he becomes xenophobic and violent: '*Zuerst zog er bloß mit der Flagge zum Spiel, / bis er irgendwann zuschlug – das war wie'n Ventil.*' Only now, his discontent turns into hatred against foreigners. The development is from exclusion to inclusion, from passiveness to activity, or *vom Opfer zum Täter*. The lyrics aim to show how different stages of development form a causal chain; they are reactions rather than actions, and the man's career *vom Opfer zum Täter* ultimately has its origin in his being unemployed.

"Lindenberg's lyrics represent a widely shared consensus in Germany during the latter half of the 1980s"

The discussion of this text can progress in four stages. After close and repeated reading, the students are asked to characterise the person described in the lyrics; then, they have to find out the reasons for his behaviour. The third step is to analyse the chorus which refers to the main character as a poor and stupid child: '*Bist 'n armes Kind, bist 'n dummes Kind. / Jetzt stolperst Du mit im braunen Wind.*' He does not seem to be fully responsible for what he is doing; he just follows the ideas of others like a *Mitläufer*, as indicated by the repetition of the prefix *mit-* in '*mitmarschieren*', '*mitstolpern*', '*mitgrölen*'. Finally, the main message of the song needs to be discussed, namely the question of social determination and in particular the question of whether this character can be called a Neo-Nazi. The last verse of the lyrics: '*Komm doch besser auf uns're Seite . . .*' raises some further questions: What might be the key criteria allowing to differentiate between two sides? To what extent will there be an understanding of the man's problems? On what side do the students think they stand themselves?

The three songs introduced here are best taken as one teaching unit. Their lyrics examine different aspects of the same issue which gradually becomes more complex and sophisticated. Taken as a sequence they do not just illustrate the development of xenophobia in Germany during the 1980s, but also show the gradual widening of Lindenberg's perspective that has become more differentiated over the years.

Regarding the exploration of further dimensions of the topic *Ausländerfeindlichkeit, Rechtsextremismus, Multikulturelle Gesellschaft* Lindenberg's work offers several other suitable texts. *Er wollte nach Deutschland* (*PANIK-PANTHER*, 1992) describes the flight of a fifteen-year-old asylum seeker whose dream of Germany ends in prison. *Der blaue Planet* (*BENJAMIN*, 1993) is a fantasy story where extra-terrestrials are visiting Germany; however, they are branded as aliens and encounter various expressions of xenophobia. In the end they prefer to fly back to where they had come from.

Lindenberg's own utopia is a multicultural society, strongly in line with West Germany's post-war search for a transnational identity and deeply sceptical about nationalistic trends. He suggests a *Bunte Republik Deutschland* (*BUNTE REPUBLIK DEUTSCHLAND*, 1989), which welcomes people from every country, '*denn graue deutsche Mäuse, / die haben wir schon genug*'. The song *Keine Staaten* (*PANIK PANTHER*, 1992) bears a similar message, however, its perspective is not restricted to Germany but considers other countries, too: '*Li aus Peking und Jo aus Berlin / woll'n dasselbe wie Lena aus Wien / und Pat aus Dublin, wo steht der drauf / macht endlich alle Grenzen auf.*'

Finally, a brief thought might be given to the question of whether the music should also be played to the students. Lyrics are normally conveyed by music, hence it seems only natural to present the song as a whole. Experience shows, however, that the playing of rock music in the classroom can be an irritating experience for the students, and an intrusion into their private sphere. Personal preferences of particular kinds of music might be shared with peers, but certainly not with teachers. The integration of music into the teaching therefore presupposes a very close relationship between the students and their teacher. It can be facilitated by focusing the students' attention on musical techniques of reinforcing the message of the lyrics.

CONCLUSION

The use of lyrics, be it simply as a poem or as a song including the music, can invigorate German teaching. Lyrics make a change and invite students to see the topics they study in a new light. Having said this, teachers feeling inspired by such a project have to be aware of the problems arising from the fact that clear-cut analytical criteria for the interpretation of popular art are not easily available. Nonetheless there cannot be any doubts that Lindenberg's lyrics are particularly interesting to look at as a valuable expression of contemporary German debates and a reflection of the changing conditions within German society. So far, the use of lyrics in German teaching has been constrained by the need to link teaching materials closely to A-level topics. But as I have tried to show, Udo Lindenberg's songs offer, even within these constraints, ample scope for the enrichment and variation of German classes. Against the background of ever dwindling numbers of German A-level students, 'rocking the syllabus' might be a welcome source of new motivation.

NOTES

1 Hermann Dommel/Ulrich Sacker, *Lieder und Rock im Deutschunterricht*, München: Goethe Institut, 1986; Schüler gegen Rechts: Rockmusik gegen Ausländerfeindlichkeit, München: Goethe-Institut, 1994.

2 Julia Edenhofer, *Rock & Pop von A bis Z*, Bergisch Gladbach: Bastei-Lübbe, 1993, p. 382.

3 Udo Lindenberg, *El Panico*, München: Goldmann, 1988, p. 77.

4 Albrecht Koch, *Angriff auf's Schlaraffenland: 20 Jahre deutschsprachige Popmusik*, Frankfurt a.M./Berlin: 1987, p. 16f.

5 SPIEGEL special Nr.12/1995, *Musik – Lust fürs Ohr*, p. 110.

6 See Hermann Ehmann, affengeil. *Ein Lexikon der Jugendsprache*, München: Beck, 1994.

7 Lutz Bertram, Udo Lindenberg, *Berlin: Musik der Zeit*, 1990, p. 101. This book which provides plenty of useful information on Lindenberg has to be ordered at: Concert Merchandising GmbH, Abt. Udo Lindenberg, Hans-Stangenberger-Straße 7, D-74321 Bietigheim-Bissingen.

8 Unless no further reference is given all songs quoted here can be found in the reader: Udo Lindenberg, *Alle Songs 1946–1989*, München: Goldmann, 1989. The title of the CD is added in brackets if songs are not published in this book.

9 See Claus Leggewie, Jugend, Gewalt und Rechtsextremismus, in: Hans-Uwe Otto / Roland Merten (ed.), *Rechtsradikale Gewalt im vereinigten Deutschland*, Bonn: Bundeszentrale für politische Bildung, 1993, pp. 120–125; Helmut Willems, Gewalt und Fremdenfeindlichkeit, *ibid*, pp. 88–108.

10 Wolfgang Benz (ed.), *Rechtsextremismus in Deutschland*, Frankfurt a.M.: Fischer, 1994, p. 24.

11 For more information see: Uwe Backes/ Eckhard Jesse, *Politischer Extremismus in der Bundesrepublik Deutschland*, Bonn: Bundeszentrale für politische Bildung, 1993; Benz 1994 (note 10); Otto/Merten 1993 (note 9); Bernd Wagner (ed.), Handbuch Rechtsextremismus, Reinbek: Rowohlt, 1994.

DISCOGRAPHY

All of Lindenberg's songs released up to 1988 have been published as a reader (see note 8) which provides a discography at the end; without, however, indicating the year of release. More information is given in the discography (1971–1988) Bertram presents in his book (see note 7). After CASA NOVA (1988) the last album included in *Alle Songs*, Lindenberg released the following CDs:

BUNTE REPUBLIK DEUTSCHLAND 1989/Polydor: 841 421-2
GUSTAV 1991/Polydor: 511 236-2
PANIK PANTHER 1992/Polydor: 517 142-2
BENJAMIN 1993/Polydor: 521 133-2
KOSMOS 1995/Polydor: 527 558-2
UND EWIG RAUSCHT DIE LINDE 1996/Polydor: 531 607-2

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German Teaching, June 1997, No 15, 6–7

Teaching German in the inner city

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Sadly there seems to be an increasing tendency in British schools to relegate German to the realms of the second foreign language or worse to abolish it altogether when the school is faced with financial difficulties or when restraints on teaching time due to the demands of the National Curriculum do not allow the teaching of two first foreign languages.

This fact and the recent discussion in the national press about the value of teaching German in English schools (*Guardian*, 18 November 1996) showing that learning German combats inaccurate prejudices about German and Germans, has encouraged me to put in writing some of my experiences as a German teacher in an inner-city comprehensive in a Midlands town.

Some ten years ago I was asked to introduce German into the school as the joint first language together with French. Ever since then half the pupils in the school start and continue with French, the other half with German. We are a small school with only two full-time language teachers and parallel timetabling of French and German. This means that we can offer one language only to each pupil. In Year 7 forms are designated either to take up French or German and to continue with it up to year 11.

> **"an increasing tendency in British schools to relegate German to the realms of the second foreign language or worse to abolish it altogether"**

I have had little difficulty in persuading the parents of those pupils designated to learn German of the value of doing so and have enjoyed their full-hearted support throughout. The message that it is useful to learn German has been heard loud and clear in areas where jobs are hard to come by and even harder to keep. A knowledge of German is seen as a contributory factor in finding jobs, even, and perhaps especially in the inner city, where some bread winners are long distance lorry drivers or have worked on German building sites, and where those lucky enough to be in employment have seen their factories being taken over by German-speaking countries.

It was easy to convince the parents of the value of learning German; it was harder initially to win over the pupils, although the change was accepted quite quickly. Several factors helped.

We have been lucky that some course books have come onto the market which manage to engage the interest of the inner-city pupil. The main characters of the text books come from a somewhat multi-cultural background and have family patterns reflecting those of the pupils, i.e. one-parent as well as two-parent families with sibling patterns to match; i.e. half-sisters, step-brothers etc.

The courses are many-faceted. They offer not only textbooks compatible with pupils' experience but also videos, song tapes, OHPs and graded worksheets, so that pupils work and progress in a familiar but varied context, provided with a modicum of security while encountering for the first time on a serious level a foreign and challenging culture – and one frequently depicted as hostile in the popularistic entertainment diet they digested previously. Their own contacts with the German culture will have been restricted to information from comics and television programmes; the contacts of their extended family might at best include a stay of a family member on a NATO military base, at worst participation in the war by the grandparents' generation. Germany is rarely experienced as a tourist country by inner-city families.

Teaching in the inner city is not always smoothly continuous. Frequent and prolonged absences from school are common. There seems to be a lot of illness among my pupils and their families, and in one-parent families children often are kept at home when the mother or younger siblings are ill. Extended holidays in the home countries are popular among Asian families. Moving home seems to occur more often and, with it, non-attendance at school. Again, courses have improved their provision for such events, in that they provide lists in German closely reflecting the introduction of new vocabulary and phrases. When made available to pupils on their return, they form a basis for catching up missed work. Further help could be provided if an alphabetical English wordlist were provided for each volume.

My school is too small to allow setting in two foreign languages, so both French and German are delivered to mixed-ability classes right up to GCSE.

The range of ability is vast in each form, reading ages ranging for example in my present Year 7 from 'no score' to 'thirteen'. If league tables can be believed, my groups are progressing well, having often achieved above the national average, but it certainly needs a very careful preparation of each lesson to manage behaviour and to guarantee progress. It has taken years of trial and error to provide challenge and security for all or most of the pupils. New materials have to be introduced, while familiar ground has to be revisited exactly at the correct pace for the group, or the lesson deteriorates into chaos. I have found whole class teaching for a substantial proportion of the lesson on the whole most beneficial, with in-class support provided for the non-readers present in most forms and extension materials easily available for the most able. Attempting to solve the problem of the wide range of ability in mixed-ability forms by setting into groups is not always the answer. As soon as pupils feel themselves relegated to classes they themselves consider as 'third or fourth division', their self-confidence and motivation wane. Unfortunately in-class support is vanishing for modern languages. It is more freely provided for the core subjects, despite the fact that all pupils have to learn a foreign language. It is frequently the case that pupils unable to read English have to be taught German without any support for that particular lesson, causing a well-near unsurmountable problem for the teacher, already hard pushed to provide suitable materials for the slow reader as well as the high flyer, for there are many highly intelligent pupils to be found in inner city schools.

In my experience courses do not address the needs of pupils with very low reading scores. Provision should be made for those pupils expected to perform below G/F grades in GCSE from the beginning since these pupils are present in most inner-city classes. However, text books provide valuable and graded support for the majority of pupils, especially in the field of practising speaking. Diagrams, pattern drills and cueing have allowed a thorough and well-supported introduction of phrases, which allow good linguists to speak with a high degree of accuracy and fluency within the topic areas prescribed by the examination boards by the time they reach GCSE standard. It should be borne in mind that inner-city pupils usually do not have the means to holiday in German-speaking countries, nor do they usually have access to German-speaking families and friends, so that the total burden of examination preparation rests on the shoulders of the language teachers at school. Listening skills, too, are well catered for by modern textbooks with a good balance being struck between didactic examples for listening exercises and passages from authentic sources preparing for real life experiences. There is an ample provision of reading material, although I find that actual textbooks do not grade reading passages enough with respect to length, lay-out of text and general readability. Too often texts are too short or too boring to arouse interest, supported too much by pictorial matter to provide a genuine reading experience or printed too small for the poor reader. Even worse, handwritten texts are on the whole so poorly presented that they put off most pupils.

Much has still to be done to facilitate the acquisition of accurate and extended writing. Course books seem to have neglected the development of writing because it was not a compulsory part of GCSE. This has changed in the new GCSE requirements, reflecting presumably the increased importance of written communications, with faxes and E-mail replacing phone calls in interactions within the business world as well as in the private sphere. In my opinion English pupils are poorly prepared to acquire a highly inflected language like German because they lack grammatical concepts to an alarming degree. It falls upon the German teacher to raise awareness of the common components of simple sentences and to teach aspects of complex sentences from scratch. Interestingly however, my pupils take great pride in forming accurate, grammatically complex and from the content point of view interesting sentences, especially if an element of competition is introduced into the lesson. I feel a good competence in writing can be achieved by many pupils by an early and carefully graded introduction of syntax linked to meaningful utterances. Accuracy has more importance in writing than in speaking because the produced language remains open to inspection and critical appraisal, whereas the spoken word is fleeting and ephemeral. I have often toyed with the idea of reintroducing short passages of dictation to improve orthography, because I think it would contribute to a sense of security and acquired mastery among my often self-doubting and confidence-lacking pupils.

A lot of my success in teaching German in the inner-city is due to the close cohesion of its community life. I can call upon older brothers and sisters and a whole network of friends and relations if one of my pupils steps out of line. The whole extended family takes pride in the learning of German, and often parents try to learn alongside their children. Trips abroad are actively supported by the local youth centre. The senior youth leader has accompanied two trips to our partner town, thus relieving other teachers. Moreover he took an active part in preparing the trip, making his contribution invaluable. Last not least, the city encourages and financially supports visits to our partner town in Germany, where we are accorded the status of respected visitors as well as old friends.

It seems common sense to maintain and to extend the teaching of German in British schools in view of the constantly expanding trade links between Great Britain and German-speaking countries, as well as the growth of economic links with Eastern Europe where German is often understood or even spoken as a foreign language. The teaching of German should be secure in inner-city schools, where it is not only feasible, but can be gratifying as well.

German Teaching, June 1997, No 15, 8–11

Grammar for the naïve student

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Dr Sheppard in December 1993 and Derek McCulloch in your December 1995 issue have both deplored their students' defective understanding of German grammar, and backed up their assertions with worrying figures. Serious as these writers' concerns are, their students are German specialists who can be assumed to be better equipped than the average member of the British population. What then is the level of grammatical insight shown by the student who comes to an evening class at a College of Further Education?

WHERE IGNORANCE IS TAKEN FOR GRANTED

For practical purposes the F.E. lecturer must assume that no grammatical term will mean anything to the class. Even though some students will be able to define a noun or a verb, it cannot be assumed that a rote-learned definition will be of any practical value in learning German. Most members of the class will speak English in exactly the same way as most of us walk or digest our food: effectively, but without any conscious participation in the process. They are concerned not with the *modus operandi*, but solely with the *finis operandi*. This means that comparisons with the mother-tongue which are so useful to the professional linguist will fall completely flat. The F.E. lecturer therefore has to face the university lecturer's problem in a more extreme form. Extreme problems demand extreme remedies. Some exposition of one group of lecturers' methods may help colleagues.

"Extreme problems demand extreme remedies"

BEGINNING 'WITHOUT GRAMMAR'

Under the pure situational-notional method, beginners' lessons make no mention of grammar. The student is enabled to cope with simple situations. More situations are added until the students find that the load on the memory has to be eased by some explanatory generalisation. A typical revelatory question might be: 'Why is it "der Tisch" here and "den Tisch" on the next page?' When the level of curiosity is adequate it will be time to introduce the notion of case. Although the standard English speaker has differentiated unconsciously for years between he and him, the conscious comprehension is mind-blowing. The subject requires dramatic presentation.

ONE STEP BACK TO LEAP FORWARD

One way is to put 'puer amat puellam' on the board, telling them it is Latin for 'the boy loves the girl' and which word means what. Then ask them what 'puellam amat puer' means. The immediate answer will be 'The girl loves the boy, of course!' Now tell them that both sentences mean exactly the same and they will be obliged to think. Someone will ask 'Well how *do* you say "The girl loves the boy"'. It will dawn that *word order is not the only way of indicating the relationship between elements of a sentence*. This is an educative breakthrough essential to proper appreciation of case. In this important respect, the first of many, the monolingual straitjacket will have been slashed.

CURIOSITY EXPLOITED

Once the idea of case has been grasped, the way is open for introduction of the German case system. The passing of the deadly rote-learning of 'der, die, das . . .' need not be regretted. Instead of memorising sixteen indigestible syllables, students make a skeleton like that shown in Figure 1.

There are only eight items to learn instead of sixteen. In addition, the characteristic shapes of the boxes stick well in the memory of the more visual student. Placing the genitive below the dative means the cases are presented in the order of their usefulness. Having started with a blank form, the students can enter articles as they are met. In this way the student creates the table rather than having it presented as an indigestible whole.

	Singular			Plural
	Masculine	Neuter	Feminine	M N + F
Nom.				
Acc.				
Dat.				
Gen.				

Figure 1

ADDING FUNCTION TO FORM

The functions of the cases are ideally worked out by the class from examples, but eventually may be explained as follows:

Nominative: 1. Subject of a finite verb;
Accusative: 1. Direct object of a verb
2. With some time phrases, (e.g. Diesen Monat . . .)
3. With some prepositions;
Dative: 1. Indirect object of a verb
2. With some prepositions;
Genitive: 1. To show possessor
2. With some prepositions.

Technical concepts like 'preposition', 'verb' and 'finite' must of course be clarified. The functions can be inserted on an expanded version of the form as they are met.

Beneath the accusative, function 3, we give the prepositions in the form of a childish rhyme:

'Durch, entlang und gegen,
Ohne, für und um –
Kennst du nicht Akkusativ?
Dann bist du wirklich dumm.'

Allowing for one or two rarer omissions, this can generate 95% accuracy.

Under the dative function 2 goes the equally infantile, but alphabetical and rhythmical and therefore memorable:

'aus, bei, gegenüber,
mit, nach, seit, von, zu
lieben alle Dativ,
und das Gleich' sollst du.'

A box like a skeletal tea-chest drawn below these two bits of doggerel can be known as 'Dora's box', Dora being a mnemonic for D(ative) or A(ccusative). These prepositions can be entered in positions that approximately indicate their meanings. 'In' goes inside the box; 'auf' is drawn on the top, 'an' on the front face. 'Zwischen' goes between two faces, 'vor' and 'hinter' in front of and behind it, and similarly with 'neben', 'über' and 'unter'. Thus the visual memory is again enlisted to help the student to identify the nine prepositions capable of acting with either accusative or dative.

RATIONAL PRESENTATION AND LANGUAGE AWARENESS

The above procedure is given as an example of how an unconscious monolingual assumption can be smashed, an alternative concept built up, and the practical requirements of language use introduced as rather interesting new ways of getting meaning across. It is a short course in language awareness, which is, I believe, the basic deficit underlying the general problems which earlier writers in your journal have highlighted. When all errors attributable to faulty understanding of case are eliminated, students and teachers can concentrate on the topics that probably interest them more.

Language awareness would deserve an article to itself, but it cannot be doubted that it may spring from earlier grammatical instruction, when that has occurred, and also from something like the instinctive insight so often noticed among good students of maths. Language teachers tend to have such awareness from an early age, if not inborn, and it may take years of teaching unselected students to appreciate just how unexamined and unconscious is the average person's use of the mother tongue. We have all met students who seem to 'get it' with minimal explanation; we are now being forced to see just how rare they are.

PERSONAL PRONOUNS – A FURTHER EXAMPLE

The personal pronouns are another fruitful field for rationalisation. Confusion is widespread and enduring. When students have met some of the pronouns it is helpful to offer them a blank form and discuss which of the pronouns go in which boxes. Even educated Germans have been known to show surprise at the complexity (and – dare I say it? – the apparent irrationality) of the system they absorbed

Figure 2

	Singular						Plural			
	1	2	3M	3N	3F	2	1	2	3	
Nom.										wer?
Acc.										wen?
Dat.										wem?

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German Word Order

		First idea	Second idea	Middle	Penultimate	Final
Main clause:	Statements:	Subject Direct object Indirect object Phrase of time Phrase of place Adverb Entire subordinate clause etc.	Finite verb (without separable prefix)	Open space for everything else! (remembering sequence of time; manner; place)		Past Participle Infinitive Separated prefix
	Questions:	Interrogative (if any)				
	Commands:	Verb (without separable prefix)	Subject (if any)			Separated prefix
Subordinate clauses:		Conjunction Relative pronoun			Past participle Infinitive	Finite verb (any separable prefix attached)

Figure 3

with their mother's milk. Readers will be able to complete the table shown in Figure 2.

The 3rd person boxes straddling both dative and accusative cases are of course for the reflexive pronoun. Lines bracketing singular and plural overlap above the formal 'Sie', indicating its singular and plural functions. It can be interesting for students to try to superimpose English equivalents onto the diagram, using a different colour of ink. Doing this shows how the same reality is represented by different reference categories in different languages – another advance in language awareness.

A BASIS FOR WORD ORDER

Notoriously common student errors in word order can only be eliminated where there is full discrimination between different types of utterance. This underlying discrimination is often neglected under a tangle of half-remembered 'rules'. Its complexity is often under-estimated. Order can however be brought quite easily out of this intellectual chaos.

First it is necessary to tell a main clause from a subordinate one. This is a main teaching point. One can demonstrate the inadequacy of a subordinate clause by uttering, say, an unsupported 'because' clause.

The student must then be able to divide main clauses into Statements, Questions and Commands. Only then can any information given about word-order be effectively used.

The schema can be issued or copied (Figure 3). Students can then consult any German text – set book, newspapers, public notices. They will be intrigued to find that all sentences fit this pattern. By doing this in private study they will absorb a feeling for the shape of German utterances. The whole of German word order will have been subjugated to a single integrative schema. This will engage the intellect rather than merely load the memory.

ENDINGS OF ADJECTIVES

Another fertile source of errors, adjectival endings can be presented as a supremely uninteresting series of declensions. Such tedious presentation fails to provide any intellectual stimulus, repels the clever student and defeats the dull. Alternatively, the matter can be left to chance for students to 'pick up' as they deal with other matters. Neither course is satisfactory. Again, an integrative schema is needed to create some pattern. The pattern is complex, but it can be conveyed as on Figure 4. Once more, real materials can usefully be scanned by students working on their own, focussing on adjectives and following through the schema. Thus they acquire a feel for correct usage.

Again, this procedure will not eliminate the need to ensure that concepts are understood. However, whether we are teaching them first time round, or mending fences that were never properly erected, all the procedures above will save time. By imparting finer discrimination within integrative patterns they seek to simplify and clarify in visual form what too often is a fog of partly-remembered guidelines, known phrases and frankly haphazard guessing.

Position of Adjective		Ending	Examples
AFTER sein, werden, bleiben, scheinen ('predicative use')		NONE	Das Haus ist neu Der Himmel wird blau
BETWEEN article or possessive and noun	SINGULAR der (masculine): das: die: any possessive ending in -e:	-E	das neue Haus unsre neue Firma Ihre beste Freundin
	ein masc.: kein neuter:	-ER -ES	ein neuer Vertreter kein neues Haus
	otherwise:	-EN	bei einer neuen Firma
	PLURAL:		die neuen Häuser
WITHOUT any preceding article or possessive	masc. or neuter genitive sing.		der Geschmack neuen Weines
	otherwise	ADJECTIVE takes ending that definite article would have:	guter Wein schmutziges Wasser frische Milch bei guten Freunden

ADJECTIVES used as NOUNS have endings as above but take a capital letter:	der Kranke (Mann) die Schöne (Frau) das Neue (Ding)
ADJECTIVES in TITLES behave likewise:	Elisabeth die Zweite (Königin) nach Friedrich dem Großen (König)
ADJECTIVES derived from town names keep capitals but NEVER have endings other than -ER:	im Kölner Dom

Figure 4

THE UNDERLYING THEORY

Similar principles can be applied to other features of German, including the verb system. I have tried to show how four fundamental aspects of German grammar, case, personal pronouns, word order and adjectival endings, have been introduced over many years of adult teaching. I have tried to illustrate what I believe is a fruitful synthesis of old-fashioned prescriptive grammar, which repels all but the natural grammarian, and feather-headed phatic communication, which fails to engage the analytical intelligence. If it helps any colleague to interest any student I shall be well pleased.

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German Teaching, June 1997, No 15, 12–16

German satellite TV as a source of teaching and learning materials

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INTRODUCTION

The satellite revolution in the last 12 years or so has added a realistic source of materials for the teacher of German (and indeed other foreign languages). If teachers wanted to use TV materials in their teaching before the advent of satellite TV they encountered numerous difficulties. Programmes had to be taped during visits to the country of the target language, wasting valuable time that could have been spent on more immediately worthwhile activities. There usually wouldn't be enough time to make a careful choice and most of the programmes would have lost their topicality by the time the teacher actually got round to using them in the classroom. Similar problems were associated with having taped TV programmes sent to the teacher by friends or relatives in the foreign country. Commercial materials were (and still are) quite rare, perhaps not particularly suitable and often too expensive. All this has changed in recent years with the wide availability of TV programmes in a range of languages on satellite TV which can be easily received in other countries. The teacher of German is in a particularly fortunate position since the vast majority of German TV channels are available on the Astra satellites. These include not only commercial, typical satellite channels but also public service channels and unlike many other satellite channels, in particular English language channels, all but 2 of the German channels are broadcast in clear, which means they are available to anyone with an Astra receiver without the added expense of decoders and subscription charges.

"The satellite revolution in the last 12 years or so has added a realistic source of materials for the teacher of German"

REASONS

Before suggesting a particular approach to the selection of satellite TV materials for use in a German language teaching/learning context I will briefly address the question why such materials should be included at all. The reasons can be listed under the following headings.

Authenticity

Obviously any such materials are highly authentic since they are actual TV programmes from Germany. While there certainly is a place for foreign language programmes/courses on video specifically produced for teaching/learning purposes, and some of these are pretty good, especially in the area of Business German, they ultimately always have some artificial feel to them, since they are usually scripted and often somewhat stilted. The negative side of the total authenticity of the satellite TV materials, however, means that they have to be carefully selected and possibly edited. But this is a small price to pay for being able to use a 'real slice of the country' in the classroom.

Topicality

This is probably the biggest advantage. Any other video material will usually be more or less out of date by the time it reaches the classroom. Video language learning courses have to be conceived, written, filmed, produced and published, which can all take a considerable time and makes it practically impossible for them to be truly topical, especially if conditions in the country of the target language change dramatically as has been the case in Germany in the last few years. Satellite TV materials can be used very quickly or even 'live', especially if the systematic approach suggested below is adopted. Once the teacher has identified particular types of programmes or actual individual programmes which are suitable for a particular group of learners and learning purpose the turnaround can be very fast. Some items, such as news broadcasts, can even be watched live in the classroom, if the receiving equipment is available there.

Sound and vision

Satellite TV programmes being audio-visual are obviously attractive to learners as indeed are other such materials. Their total realism adds to this.

Listening comprehension exercises, for example, acquire a whole new dimension.

Interest

Learners develop a genuine interest in the country of the target language since it becomes real for them, other materials can often have an artificial feel. The wide variety of materials available also aids this. By using these authentic materials learners can investigate for themselves in what ways the other country differs from their own, or indeed is the same or similar. This can create a tremendous amount of interest.

Variety

This hardly needs any explanation. The sheer volume of material which is potentially available allows for a great deal of variety, especially in the case of German where there are so many different channels and channels of a different nature available.

Flexibility

Given the right equipment in the right location(s) the materials can be put to all sorts of uses. They are always available and can easily be integrated into any teaching/learning programme. The additional benefits of having Teletext and Radio available as well should also be remembered here.

APPROACH

Once the desirability of the use of satellite TV programmes for teaching/learning purposes has been decided upon the question of how exactly you obtain the materials remains. There can be an overwhelming choice available, as is certainly the case with German language programmes, and the teacher may wonder: Where do I start? It is certainly not advisable just to video-tape 'blindly', since you could end up with many hours of recorded material of which you might only be able to actually use a very small percentage. This is clearly not an efficient use of time and instead I will suggest a systematic approach, which involves proceeding through the following steps: Classification, Selection, Identification, Utilisation. I will now look at these steps in some detail.

Classification

This is the first step in the suggested approach. It involves making a list of all the TV channels available and gathering as much information as possible about them from a variety of sources, including literature on the media, TV programme magazines (of which there are numerous ones in Germany) and publicity material of the channels themselves. In this context the wealth of information available via Teletext (called Videotext in Germany) must not be underestimated. And recently material available on the Internet has added a whole new dimension to this for the teacher with access to the World Wide Web. Many German TV channels have very informative web sites and several German TV magazines provide excellent online services offering much more than just programming information. I realise that this classification may be a difficult and/or time- consuming task for the teacher, but it has to be remembered that this is a one-off exercise which will pay handsome dividends over a long period of time. On the basis of the information gathered the various channels can then be classified into broad categories like public service or commercial channels and, regarding their content, into categories like general entertainment, information and specialised services, e.g. news, sport or films. Further subcategorisation can then follow. As an illustration of this approach I include below a hopefully helpful, albeit sketchy classification of all German TV channels currently available on Astra. This list actually includes the vast majority of all TV channels available in Germany itself, since only some of the regional channels and the usually local cable-only channels do not broadcast via the Astra satellites.

Selection

On the basis of the classification of channels the most suitable ones for particular groups of learners and specific purposes can then be selected. A word of warning: one should not be too hasty to eliminate certain channels or certain types of channels (or indeed programmes) as generally unsuitable. There may be a temptation to concentrate on public service channels offering general entertainment and particularly information type programmes, and certainly for 'serious' and fairly advanced learners this is often justified. This does not mean, however, that other channels have nothing to offer. Very commercial, 'typical' satellite channels are often ridiculed from a 'high-brow' position (see a number of articles in the German magazine 'Der Spiegel' about RTL for example), but they can often offer very stimulating material especially for younger learners and/or beginners. Even a sports channel should not be underestimated as a motivator for certain types of learners. It is very much a 'horses for courses' situation.

Identification

Bearing the above warning in mind it is, however, suggested that the next step should be the identification of particular types of programmes and even regular individual programmes which will offer the best ratio between total taped and actually usable material. Certain programmes almost suggest themselves for particular purposes and/or groups of learners. For example, I nearly always record the programme 'Markt im Dritten' which is shown on the regional channel N3 for use with advanced students of Business German, because I am usually able to use most sections of the programme, typically filmed reports of around 5 minutes length, for teaching/learning and also comprehension testing purposes. Many of the reports can also be used over a period of time since they are often of a type which doesn't loose its topicality quickly. There are also other programmes like this on other regional channels, like 'Markt' on West 3 and 'Infomarkt' on SW3. To find out what is on where and when teachers do not have to get hold of German TV magazines, virtually all the channels have a very informative Teletext service, where full and detailed programme listings can be found. The text services of 2 channels, RTL2 and PRO7, even provide listings for all major channels in Germany. And, as mentioned above, if you have access to the Internet you can obtain programme listings, and much more, from the online versions of several German TV magazines, like 'TV Movie' and 'TV Today'.

Utilisation

"editing may not only be necessary for language purposes but also for cultural acceptability purposes, e.g. the liberal attitude to portrayals of nudity and sex in Germany may not be generally acceptable in Britain"

This is the final step, although it cannot be regarded separately, since the teacher will usually have particular types of utilisation in mind when selecting particular programmes. The main point to remember here is that the selection does not stop at the programmes but extends to particular parts of programmes and often careful editing, especially if the material is for beginners and/or younger learners. Depending on where the teaching/learning takes place the editing may not only be necessary for language purposes (degree of difficulty, length, speed, dialect etc.) but also for cultural acceptability purposes, e.g. the liberal attitude to portrayals of nudity and sex in Germany may not be generally acceptable in Britain. The other point to remember is that the same programme (or parts thereof) can be used with different groups of learners and for different purposes.

Example: Glücksrad (Wheel of Fortune)

This is probably the most widely available game show in the world and it would be easy to dismiss it as a typical example of the type of programme that very populist commercial TV channels fill their schedules with. But if we look at it more closely we can see that both the whole show and selected individual parts offer quite a lot for the teaching/learning process. The whole show, in common with other game shows, is very attractive especially to younger learners because of its pace and the fact that there is always something happening. There is also the element of suspense and the programme can be used in an interactive way, since the learners can become involved if the tape is stopped at opportune moments so that the learners can compete with the contestants (and each other) in guessing the word(s) / phrase in question. Individual parts of the show can also be used with different groups of learners and in different ways. One section which Glücksrad has in common with most game shows is where the candidates introduce themselves. This can be used even for beginners under the heading of giving personal information. The teacher can actually build up a stock of these personal introductions from a variety of game shows, editing out, if necessary, contributions from strong dialect speakers and people who speak too fast. This shows that you can use authentic material with beginners, if it is carefully selected, and what you get is much preferable to the usually very obviously scripted and therefore often stilted personal introductions that form part of many video-based language courses. Other sections of Glücksrad can be used even for very advanced learners, like the sections where objects that can be purchased or won are described in detail by fast voice-over while they are being displayed. These can form the basis of very challenging close listening exercises/tests. The fact that Glücksrad is a language-based game show can also be utilised, e.g. the letters chosen by the candidates give an insight into German morphology, learners can recognise certain very likely letter combinations.

GERMAN TV CHANNELS ON ASTRA

The following is only intended to be a general guideline and example of what teachers can do as the first step of the approach suggested above. A full classification would go beyond the scope of this article.

Terrestrial PSB channels also available via satellite

Since August 1993 a number of terrestrial channels have also been available via the Astra satellites. Before this date only N3 and ARD (as Eins Plus) offered a limited selection of their programming output via satellite. The reason for making the majority of terrestrial channels, which are all public service broadcast channels, available via the Astra satellites was a political one, an attempt to give equality to people in the former East Germany at least in terms of TV viewing, since there are areas in the eastern part of Germany (especially around Dresden and Leipzig) which are 'black holes' for terrestrial reception. Putting the channels on satellite was the simplest and most cost-effective way of extending the reach of public service channels to these areas. This is born out by the fact, that the official 'switching-on' was not just a media event, but also a political one, the launch was extensively covered on public service TV and Kanzler Helmut Kohl pressed the red button (which incidentally was the same one that Willy Brandt had used to 'switch-on' colour TV in Germany).

ARD (Arbeitsgemeinschaft der Rundfunkanstalten Deutschlands)

Also known as 'Erstes Deutsches Fernsehen', 'Erstes Programm', or simply 'Das Erste'. This is the first German TV channel which broadcasts nationally, although programmes are provided by the various regional channels which make up the network, the main contributor being the Westdeutscher Rundfunk. Despite being a public service channel financed by a license fee (like ZDF and the third regional channels) advertising is also permitted, but the total amount of advertising, the timing, length and frequency of advert breaks are strictly regulated and limited. Programme content used to be very public service in nature with an emphasis on information and sophisticated general entertainment, including films and quality home-produced crime and drama series. Recently there has been a trend to more 'popular' programming in the context of the fight for market shares in the extremely crowded German TV landscape in which the commercial channel RTL has been market leader since 1993. For example, just like the big rival RTL, ARD shows 2 daily soap operas aimed at a younger audience, and one of them, 'Verbotene Liebe', is produced by Grundy/Ufa, the RTL 'house' production company, and was indeed rejected by RTL before being snapped up by the WDR for the ARD network. ARD has also copied another programme format introduced by RTL, namely the sensationalist 'soft news' magazine, although ARD's 'Brisant' has not nearly been as successful as RTL's 'Explosiv'.

ZDF (Zweites Deutsches Fernsehen)

Also known as 'Zweites Programm' or 'Zweites'. This is the second German TV channel, like ARD public service with limited advertising but a purely national channel with no regional elements. Again, traditionally output consists of a large variety of quality programming, what is known in Germany as 'Vollprogramm', but ZDF has also tried (and mainly failed) to go popularist to compete with the big commercial channels. ZDF has the largest market share among viewers aged 50 and over. Traditionally ARD and ZDF have worked together in programme scheduling, operating, wherever possible, what is known as 'Kontrastprogramm', giving viewers alternative choices. Recently, more direct competition has increased, but they still broadcast a joint morning programme.

BAYERN3 (Bayerischer Rundfunk), MDR (Mitteldeutscher Rundfunk), N3 (Norddeutscher Rundfunk), SW3 (Südwestdeutscher Rundfunk), WEST3 (Westdeutscher Rundfunk) are the independent third programmes (Dritte Programme) of five of the regional channels which belong to the ARD network. The others, like ORB (Ostdeutscher Rundfunk Brandenburg) are only available terrestrially in their own regions. They form the 'high-brow' end of public service broadcasting, offering many specialised, often information-type, programmes and are somewhat comparable to BBC2 in Britain.

PSB satellite channels

3SAT

This is a channel for Germany, Switzerland and Austria with programmes being contributed by ZDF and ARD, SRG (Swiss TV) and ORF (Austrian TV). If anything, it is even more 'high-brow' than the regional third channels with a lot of information-based and very specialised 'high culture' programmes. Here you can spend a whole evening watching a complete production of Wagner's 'Nibelungenring' opera, for example. It fully lives up to its slogan: 'anders fernsehen'.

ARTE

This is a French/German 'culture' channel with the same programmes being available with French or German soundtracks.

Commercial satellite channels

RTL

This channel has enjoyed increasing success since its launch only some 12 years ago. It has been particularly successful in generating ever increasing advertising revenue and is indeed the most successful commercial channel in Europe. It has had the highest percentage share of viewers in Germany since 1993 and is particularly dominant in the 14–29 and 30–49 age bands in which advertisers are mainly interested. RTL can be fairly described as a 'hyper-commercial' channel, since according to its director, Helmut Thoma, it sees its role quite simply as delivering the largest possible numbers of the 'right' viewers at the right times to its advertisers. And objectively one has to admit that the channel has demonstrated that it is rather good at doing this. In recent years RTL has pursued this path increasingly ruthlessly, dropping or moving to 'filler' times in the schedule programmes attracting mainly older viewers. Output is largely very populist, including much of the expected fare of game shows, soap operas, sit-coms and films, but at least much of the programming is home produced rather than American imports. There are also an increasing number of information-based programmes and home-produced drama series which do not fit the stereotypes about typical satellite channels. It is actually quite interesting, that at a time when the 2 big public service channels are 'going popular' in an attempt to win back viewers a very commercial channel is incorporating more programmes which could be regarded as typically public service and having substantial success with this.

"you can spend a whole evening watching a complete production of Wagner's 'Nibelungenring' opera, for example. It fully lives up to its slogan: 'anders fernsehen'"

RTL2

This is the second German RTL channel (there are others in Holland and Luxembourg and more on the way) launched in 1993 to further increase RTL's share of the youth market. It has a large number of programmes aimed at teenagers, like 'Bravo TV', the television version of Germany's oldest and most successful teenage magazine, which should certainly be of tremendous interest to younger teenage learners, but at night there are also sex and horror films and other programmes of a rather 'adult' nature.

SRTL (SuperRTL)

This latest RTL channel acts as the German Disney Channel during the day and as an outlet for recycled older RTL programmes at night.

SAT1

This is the second big commercial channel which has tried everything in the last couple of years to overtake RTL as the top channel in Germany and failed to get even close to RTL's market share. Currently it is only the fourth most popular channel in Germany (mainly due to a misguided change in programme scheduling) with ZDF and ARD just ahead and RTL way out in front. SAT1 is now concentrating very much on home-produced crime and drama series and TV films and has been particularly successful with sports coverage, especially its regular football programmes.

PRO7

This is the third most successful commercial channel and programmes consist almost entirely of American imports, both films and series. All are dubbed as is the norm in Germany.

KABEL1

Despite its name this is also a satellite channel and almost indistinguishable from PRO7, only less successful.

VOX

Another channel with a low market share but quite interesting since it has a number of programmes which you would normally expect on a public service channel, like 'Spiegel TV'. It also shows many high quality series and films made in other European countries, particularly Britain and France, dubbed into German, of course.

TM3

This is a fairly new women's channel, showing a variety of programmes, including films, which are assumed to be of particular interest to women.

DSF

This sports channel suffers very much from the fact that RTL, SAT1, PREMIERE and even ARD and ZDF have far more purchasing power to obtain the rights for football matches and other major sporting events. It therefore carries a lot of minority sports coverage.

N-TV

This is a 24-hour news channel, modelled very much on the American channel CNN.

NICKELODEON (GER)

The German version of the American children's channel.

QVC (GER)

The German version of this home shopping channel.

Commercial subscription channels

Decoders and subscriptions for these are not officially available in Britain, so they can only be received with pirate equipment.

PREMIERE

The only German film and major sporting events subscription channel. Some small sections are broadcast in clear.

TELECLUB

Swiss-German film channel.

German Teaching, June 1997, No 15, 17–18

Marking scheme?

Paul Gubbins
University College Salford

The other day, while returning work to students, I commented that, if I received 10 pence for every adjective ending I was obliged to correct, I could retire in a year or two in relative comfort and ease. Adjective endings: why can't or won't students bother to get them right? How many times have students, in the course of their language careers, dutifully copied down, from black- or white-board, charts of adjective endings . . . and then promptly ignored them? And for adjective endings read all the other recurring faults: word order, confusion between pronoun and possessive adjective (e.g. the *Ihnen/Ihr* clash), etc. etc.

Part of the problem, no doubt, lies somewhere on the circumference of the *Teufelskreis* that is students' understanding of grammar: no-one can apply the correct adjective ending if nom acc gen and dat are perceived as the name of an up-and-coming pop group; still less, if gender represents a queasy ride on the merry-go-round of language-acquisition. Round and round; up and down: always returning to the same, erroneous spot.

So, when marking, I find myself constantly highlighting the same mistakes. I greet them like old friends and begin to feel put out if, on the occasional script, they fail in turn to greet me. I am now so intimate with this happy family of mistakes that I have on order a second set of rubber stamps indicating in abbreviated, shorthand form: adj end; wd ord; subord conj; irreg vb; nouns caps; tmp. The first set of stamps has all but worn out . . . but the savings on ballpoint pens and writers' cramp more than compensate for the small expense.

And yet . . . if a mosaic of rubber stamps, plus homilies/entreaties/exhortations/ explanations cannot make students mend their ways, then surely it is time to try something different. Some sort of learning incentive, perhaps, to bring home to students of German the need to master the fundamentals of the language they are supposedly learning. It is all very well in the classroom flinging grammatical mud at students in the hope that some will stick, but the reality is that a tepid douche of Neighbours, EastEnders, Home and Away and Coronation Street inexorably removes in the evening whatever mud may have remained from the day. And it is at this point that the notion of a 10 pence levy, a fine, for each dud adjective ending becomes increasingly attractive: would this make students sit up and take more than note?

How would it be if, instead of awarding a percentage at the end of each piece of written German, the grade were assessed in pecuniary terms (a principle entirely in keeping with the mercenary *Zeitgeist* of LMS, budgets and the spectre of performance-related pay)?

So . . . to work. Using a totting-up procedure, as with traffic offences, but with a 'spot-fine' instead of penalty points, it becomes refreshingly simple to assess student work. All right: it's negative; one is penalising poor work rather than praising the good. But such is life: when were you last congratulated by a police officer for a piece of good driving? But pass a stop sign without halting, and in view of the constabulary, and wham! Penalty points . . . to encourage you not to commit the offence again.

"each abuse of an adjective ending would carry an automatic 10 pence penalty"

Thus with learning German. For instance: each abuse of an adjective ending would carry an automatic 10 pence penalty; each example of warped word- order 20 pence; a maligned subordinating conjunction 25 pence; a snub for an irregular verb . . . say, 20 pence; a humbled, lower-case noun 5 pence; and a cat's cradle of time manner place another 10 pence. And so on: clearly, development and Baker days could be set aside in abundance for language departments to determine their own LFCs (Language Fines Criteria: each new project such as this needs a set of spurious initials to give it some sort of ofstedational credibility) . . . and the scholarly press would be full of articles arguing the merits of 10 pence for this misdemeanour, 20 pence for that. Or not, as the case may be.

And instead of a bland 55% or 2.2. or C or whatever scrawled at the bottom of a piece of work . . . a grand total, a *summa summarum*, expressed in monetary terms, a totting-up of linguistic peccadil-

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loes: £2.25; £1.60; £0.80p. Of course, as a sop to those who carp at the regressive and negative nature of this project, the sums could be lowered by a rebate, say for content: 50 pence for covering all the points in the task set. But the end result would be the same: the lower the figure, the better – in old parlance – the grade . . . and the less money to be paid to the notional error-bank at the end of the semester or academic year.

But why notional? What a wheeze for recouping extra fees: no degree/A level/ GCSE until the German account is settled. Student X owes £14.20; student Y £9.65 . . . by jove! That'll make 'em learn their cases, their definite articles, their irregular past participles! And what a splendid way of sneaking in performance-related pay: for German-teachers a low retainer of a salary to be enhanced through a percentage of the shareout from grammatical totting-up. Ah, just wait until heads and governors cotton on to that one! Soon there'll be no incentive to teach grammar at all: teachers can give themselves unashamedly to communication skills in the knowledge that the more grammar mistakes their students make, the higher the salary will be.

Just one more point. Instead of pounds and pence, the scheme should be administered in . . . well, marks. After all: that's what it's all about . . . isn't it?

Der Körper

Name .... Klasse .... Datum .... Dauer ....

1 Was paßt zusammen?

- a) denken
- b) gehen
- c) sprechen
- d) malen
- e) sehen
- f) riechen
- g) hören

- 1 der Mund
- 2 die Hand
- 3 die Nase
- 4 der Kopf
- 5 das Auge
- 6 das Ohr
- 7 das Bein

2 Ergänze das Körperrätsel und finde das Lösungswort.

a Du hast acht ... und zwei Daumen. ○○○●○○

b Du hast zehn davon. ○●○○○

c Bei Giraffen ist das sehr lang! ○○○●

d Das ist mitten im Bein. ○○●○

e Darauf trägt man den Rucksack. ○○●○○○

f Du hast zwei davon – oben auf den Armen. ○○●○○○○○○

g Man kann es auch »Po« nennen. ○○○●○○○

3 Ergänze die Sätze und zeichne das Kind vom Mars.

Mein Kind vom Mars heißt ....

Es ist .... Jahre alt und sieht sehr .... aus.

Es hat einen .... Kopf mit drei grünen ....

Mitten im Gesicht hat es einen .... Mund.

Es hat einen .... Körper mit vier .... und sechs ....

Es hat .... Finger und keine ....

Seine Arme sind sehr .... und es hat einen sehr .... Bauch.

Such dir Fotos von verschiedenen Leuten aus.
Beschrifte alle Körperteile!

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Im Café

15

Name .... Klasse .... Datum .... Dauer ....

1 a) Ergänze die Dialoghälfte und finde das Lösungswort.

a) Guten Morgen.	**S**	Guten Morgen.
b) Was darf's sein?		
c) Vanille, Erdbeer und Zitrone.		
d) Einmal Zitroneneis. Und für Sie?		
e) Pommes haben wir heute nicht.		
f) Und zum Trinken?		
g) Hat's geschmeckt?		
h) Sonst noch etwas?		
i) Zusammen oder getrennt?		
j) Das macht acht Mark dreißig, bitte.		

E Danke. Auf Wiedersehen.

L Ja, es war sehr gut, danke.

H Er ... ich möchte ein Zitroneneis.

~~**S** Guten Morgen.~~

D Zusammen, bitte.

C Was für Eissorten haben Sie?

O Eine Portion Pommes, bitte.

O Ein Cola, bitte.

A Nein, danke. ... Zahlen, bitte.

K Ach schade. Dann nehme ich einen Käse-Toast, bitte.

b) Übersetze die Sätze ins Englische.

Schreib einen Dialog im Café!

★ Welches Café? ★ Was bestellst du? ★ Preis? ★ Wie ist der Kellner/die Kellnerin? ★ Probleme?

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Weihnachten

Name .... Klasse .... Datum .... Dauer ....

1 Wer bekommt was auf der Liste? Was paßt zusammen?

◇ Pulli
◇ Mountain-Bike
◇ Zeitschriften
◇ Tennisschläger
◇ Teddybär
◇ Pralinen

a Ich wünsche mir etwas aus der neuen Boutique. Es muß aber modisch sein!

b Ich bin sehr sportlich, und ich wünsche mir was zum Tennisspielen.

c Ich finde Weihnachten echt langweilig, also schenk mir bitte was zu lesen!

d Ich wünsche mir ein neues Rad.

e Ich habe immer Hunger, also bitte ich um was Süßes.

f Liebes Christkind, kriege ich bitte ein neues Kuscheltier?

2 Ergänze das Weihnachtsrätsel.

WEIHNACHTS–

a Das ist grün und groß. Normalerweise ist es eine Tanne. ☐☐☐☐
b Er bringt die Geschenke und hat einen weißen Bart. ☐☐☐☐
c Hier kann man vieles kaufen und Glühwein trinken. ☐☐☐☐☐
d Der 24. Dezember ist der erste und der 25. Dezember ist der zweite. ☐☐☐
e Das steckt man in einen Umschlag und schickt sie in der Post. ☐☐☐☐☐
f Das schenkt man. ☐☐☐☐☐☐☐☐
g Das singt man. ☐☐☐☐

Schreib eine Weihnachtskarte!

Fröhliche Weihnachten!

Schönes Weihnachtsfest!

Alles Gute zu Weihnachten!

Einen guten Rutsch ins Neue Jahr!

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Wörterbuch III

Name .... Klasse .... Datum .... Dauer ....

Für dieses Arbeitsblatt brauchst du ein Wörterbuch!

1

Schreib die Mehrzahl auf. Die Buchstaben im Kästchen helfen dir dabei.

Zum Beispiel: a) Wald – Wälder

a Wald
b Baum
c Fluß
d Kopf
e Zahn
f Hand
g Platz
h Zug
i Schild
j Büro
k Kirche
l Rock
m Ei
n Bohne
o Buch
p Regal

Büc ilder nde Boh me Röc Ei ~~der~~ hen
pfe ~~Wäl~~ Hä tze Bü ne Zü sse Bäu Flü Kö
Reg Zäh er her Plä ge Sch ros nen Kirc ke ale

2

Was paßt dazu? Unterstreich das richtige Wort.

Zum Beispiel: a) Straße

a Auto — Straße Schiene Luft Bürgersteig
b Ärztin — Schule Krankenhaus Kino Rathaus
c Klavier — Sporthalle Orchester Bus Park
d Blumen — Garten Meer Tasse Dosen
e Bibliothek — Schuhe Nadeln Bücher Käse
f Tasse — Wurst Kleider Uhren Kaffee
g Reisebüro — Lebensmittel Zeitungen Urlaub Hemden
h Schule — Strand Zeugnisse Himmel Sonnenbrand

★ Schreib Unsinn-Sätze mit den Nennwörtern von diesem Blatt!

Ich sitze am Strand und esse Käse mit Bohnen.
Der Zug hat einen Sonnenbrand.

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German Teaching, June 1997, No 15, 23–37

Reviews

John Klapper
Reviews Editor

John Klapper 'retires' as Reviews Editor of 'German Teaching' after three years im Dienst. My very grateful thanks to him for all the hard work that he has put into the reviews section. It really is a mammoth task as the amount of German teaching material being sent in for review spirals. His successor as Reviews Editor is Carol Gray, PGCE tutor at Birmingham University, who takes over the reins next issue.

Manual of Business German: A Comprehensive Language Guide

Paul Hartley and Gertrud Robins
Routledge, 1996, 391pp, £14.99, ISBN 0-415-12902-8

German Business Situations. A Spoken Language Guide

Paul Hartley and Gertrud Robins
Routledge, 1995, Book ix + 111 pp. and 1 cassette, £22.30, ISBN 0-415-12845-5

As claimed in its introduction, the *Manual of Business German* is indeed a useful addition to in-house training programmes, open-learning centres or self-study. Furthermore, it would be a priceless supplementary resource book for anybody teaching business-orientated German courses (particularly NVQ), e.g. in companies or colleges in Britain.

This very simple idea fits neatly the requirements of the above situations. The book's instructions are clear and simple and provided in English. It is divided into five sections. The first two are a selection of (1) business dialogues and (2) business correspondence in German with the English translation on the opposite page. The level ranges from very simple exchanges, useful for work with beginners, to prolonged, complex ones for even post-A-level standard. Both formal and informal language are represented. The learners are encouraged to work through the models using different exploitation exercises, e.g. oral paraphrase, re-enacting, translation, summary, transcription/dictation. As no specific guidelines are given as to the level or choice of exercises for a certain text, most learners will need help from a teacher. A classification system as to the approximate level of the texts could direct learners in their self-study.

The third section summarises general facts about business practice in the German-speaking countries. It provides a neat basis for revision of language-related facts, e.g. how to address people in different situations. Similarly the fourth section contains a basic reference grammar for learners to have at hand whenever they work with the book. The glossary of business terms at the end contains all the topic-specific vocabulary from the foreign language texts. These might not be listed in general dictionaries, or the many different meanings supplied there might confuse learners.

The texts and their recordings can also be useful for teachers setting assignments and task-based work. It is a shame this book was not around when I was teaching BTEC and continuously hunting for suitable recordings and correspondence. The first section is available as a separate book called *German Business Situations* together with two well recorded cassettes containing all the dialogues.

ANNETTE DUENSING
University of Luton

Wirtschaftsdeutsch von A–Z. Lehr- und Arbeitsbuch

Rosemarie Buhlmann et al.
Langenscheidt, 1995. Available through European Schoolbooks Ltd. 192 pp. £15.95, ISBN 3-468-49849-7

This claims to be a combined text–workbook which should therefore need little supplementary material. The book is clearly structured: six units with general topics (e.g. *Managementumfeld, Produkt- und Preismix*) subdivided into sections dealing with individual concepts, e.g. *Vision, Unternehmens-philosophie, Unternehmenskultur*. The introduction advises learners to work through the book systematically on their own, with a learning partner or in the classroom: completing the exercises, checking them with the teacher or the answer section, looking up unknown words in the Lexikon (a kind of monolingual dictionary), testing their newly acquired knowledge with the revision exercises at the end of each unit. The target group is defined as needing a knowledge of German equivalent to the 'Zertifikat Deutsch als Fremdsprache' and a business background either as managers or students. The authors obviously aim to base language learning on the existing business expertise of the learners. Familiar concepts and procedures from their daily lives or study form the backbone of the materials. Thus learners can concentrate on the new language, without having to struggle with new ideas.

On this basis, the suggested language work is puzzling. It is restricted to vocabulary, although at this level learners still need grammar input. At the same time, the Lexikon mainly contains the actual concepts, many of which are in fact anglicisms. It does not help with the sophisticated language required for both instructions and source texts. The definitions are frequently written in more complicated terminology than the word itself (e.g. 'Stelle, die n. kleinste betriebliche Gliederungseinheit'). Although the concepts should be familiar to the learners as business experts, they are the main focus of the revision section. This seems to be rather a business studies than a German language textbook. This impression is reinforced when looking at the limited variety of skill practice. There is no listening. Speaking and writing are restricted to the provision and discussion of exercise results. Although the main vehicle of study is reading and the linguistic level is high, there are few suggestions for pre-reading tasks. Questions are frequently printed after the text, often there are none at all. Thus learners have to plough through difficult texts without a goal, not even that of understanding new, intellectually stimulating content.

Excerpts from this book could be usefully slotted into a course programme, or teachers could devise supplementary exercises introducing learners slowly to individual tasks. However, it might be easier to write one's own materials from the start.

ANNETTE DUENSING
University of Luton

Paß mal auf! Intermediate Listening Practice

Richard Marsden

John Murray, 1996, £7.50, ISBN 0-7195-7114-6 (book), £24.00 + VAT; ISBN 0-7195-7116-2 (cassette)

Ganz Ohr. Höranlässe und Arbeitsblätter für Anfänger und Fortgeschrittene

Graziella Ghisla et al.

Langenscheidt, 1996. (Available through European Schoolbooks Ltd. 176 pp., £23.75, ISBN 3-468-49560-9 (workbook), £12.25 + VAT; ISBN 3-468-49559-5 (cassette)

Ganz Ohr and *Paß mal auf* are both target-language listening resources for secondary school German courses. Of the two, *Paß mal auf* has the more clearly defined age and ability range, and perhaps a more obvious purpose, but *Ganz Ohr* contains commendable elements that should not be overlooked in our pursuit of exam success for our students.

Paß mal auf creates an excellent bridge between Higher Level GCSE and A Level work, with 27 situations ranging from jobs to holiday plans and opinions on military service. The authentic listening passages largely take the form of interviews with young Germans and are of a suitable length for students making the transition to more advanced language study. A typical double A4 page spread – one per theme – contains a vocabulary list, a pre-listening exercise to familiarise the student with the language of the unit, three or four exercises to complete while listening (including true/false, putting language into context, comprehension questions and grammar discovery activities) and a post-listening exercise involving an oral or written response to the theme. All the exercises are in the target language, the exploitation of each unit is manageable and interesting, and complete transcripts and answers to the exercises can be found at the back of the book, thus allowing for student autonomy if required – a useful and practical introduction to A Level work.

The authors of *Ganz Ohr* too invoke autonomy as the reason for including at the back of the book translations into English (and several other languages) of instructions given throughout, although, curiously, there are no transcripts. The emphasis of the book is different, less on preparing students for exam test types they are likely to encounter (although *Paß mal auf* in no way limits itself to this) and more on learning to appreciate the German language in a more humanistic way, with a greater stress on how students respond to the listening materials they encounter. The level of ability it targets is lower, too: the photocopiable worksheets are aimed at beginners onwards, in a three-tier system that allows progression within each of the three 'Themen' – songs, radio and television, and short plays. Undeniably, the more advanced exercises would stretch students preparing for GCSE, and would encourage students both to use German as a means to an end, rather than just a language that will be examined, and to develop language awareness.

Both sets of materials, then, could feasibly form part of a secondary school course. *Paß mal auf* lends itself to immediate integration at Year 11/Year 12 level, and is to be highly recommended; *Ganz Ohr* would require careful consideration before it could form part of a lower secondary school scheme of work, but the aims it champions are laudable, and despite its shortcomings, it should be given serious consideration as a supplementary or extension resource.

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The Green Agenda: Environmental Politics and Policy in Germany

Friedhelm Beucher et al.

Keele University Press, 1995, 256 pp., ISBN 1-85331-140-5

Given the sheer volume of books and articles published since the early 1980s, any new work on the subject of Green politics and policy must offer the reader an extra something. This something could be the analytical prowess of Thomas Poguntke's 1993 'Goodbye to Movement Politics? Adaptation of the German Green Party' (in *Environmental Politics* 2 (3): 379-404), the sheer historical scale of Markovits and Gorski's (1993) *The German Left: Red, Green and Beyond* (Oxford University Press), or conversely the detailed policy analysis of Albert Weale's 'Vorsprung durch Technik: The Politics of German Environmental Regulation' (in Kenneth Dyson (Ed) 1992: *The Politics of German Regulation*, Dartmouth). What *The Green Agenda* offers is a breadth of perspective, moving beyond the 'green' ghetto and assessing the impact of, amongst others, the Trades Unions and the *Volksparteien* upon the environmental policy process.

Such diversity inevitably has its downside, and in *The Green Agenda* it is the uneven quality of the contributions, with one or two chapters being pretty flimsy and insubstantial. This is especially the case with Friedhelm Beucher's piece on the SPD's attitude to Ecological Modernisation, which is basically a polemical tract with little or no policy detail. Anybody interested in that particular aspect of Green politics and policy would do well waiting for Stephen Young's edited work on the subject (Young, S. (ed) *Ecological Modernisation*, Routledge, forthcoming). That being said, some of the papers are well worth a read. Frank Wimmer and Heiko Wahl's 'Value Change and environmental awareness in Germany' and Elisabeth Leicht-Eckardt's 'Environmental protection and marketing' dove-tail nicely together and shed new light on the wider societal impact of the Green agenda, whilst Ingolfur Blühdorn's chapter 'Campaigning for nature: environmental pressure groups in Germany and generational change in the ecology movement' is particularly good.

To conclude, the uneven quality of the contributions means that *The Green Agenda* is not an essential purchase. Nevertheless, although it has little value as an introductory text, its breadth of perspective means that those already interested in environmental politics and policy may find it useful.

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Advanced German Vocabulary

Harriette Lanzer and Rachel Parikh

Mary Glasgow, 1994, 96pp, £4.50,
ISBN 1-85234-527-6

Wort für Wort. A new advanced German vocabulary. 2nd edition

Paul Stocker

Hodder & Stoughton, 1996, x + 116 pp., £3.25,
ISBN 0-340-65549-6

These books raise the question as to when and if a list of vocabulary is useful. Since no-one is going to start a topic by studying a list of words, and the student will build up his own 'Wortschatz' of basic vocabulary as the topic is studied, and may use a dictionary or further texts to extend his list, at what point would a published vocabulary become useful? The authors of each book suggest that these lists will support the student and be useful for revision and reference. In that case, the lists will need to be very broad and general to cover all the basic topic, or extremely specific to a particular theme.

Advanced German Vocabulary has aimed at being fairly general, and basic words are arranged under topic headings for students beginning an A-level course. The usual A-level topics are covered, with the exception of 'Transport und Verkehr', and each topic is dealt with under sub-headings with the vocabulary listed alphabetically in German. The lists are short enough for the student to skim through quite quickly in search of the required word. The bottom third of each page contains useful phrases relevant to the topic and these include expressions which could be used in writing essays or for extended discussions. Very helpful are the 'Vokabeltip' boxes at the end of each theme, with suggestions on learning and extending vocabulary, tips and games, a section on abbreviations, a dictionary exercise and several items on compound nouns. There is also a section on how to express opinions, argumentation and, for what it is worth, teenage slang. The last sections in the book contain a list of strong verbs and a list of addresses where further information on the topics can be obtained. Solutions to the questions set in some of the 'Vokabeltip' boxes are also given.

This book would be a good support to bridge the gap between GCSE and A level where the student is suddenly confronted with texts full of previously unknown words. Nevertheless, the book is no substitute for a dictionary and the student's need to acquire dictionary skills, and it should not be regarded as more than an extra. The range of vocabulary is fairly limited.

Wort für Wort is much more wide-ranging, with detailed lists for very specific themes under the normal A-level topics. It would be somewhat daunting for students in Year 12, and the lists are too comprehensive to serve as an introductory support. In this book, the words are listed under their headings according to meaning rather than alphabetically, so that an entire list may have to be searched carefully for a particular word or expression, and some students might well find a dictionary easier to use. The book begins with expressions which are useful for discussions and then introduces phrases which are more relevant for written work. Words are often given in a context phrase where this is useful, and advice is offered on the acquisition of vocabulary. Some of the expressions are actually whole sentences which would determine the course of the discussion, e.g. 'man sollte mehr Ausbildungsplätze zur Verfügung stellen' and 'sie beschäftigen sich zu wenig mit ihren Kindern'. The lists of words are detailed and varied enough to supply a rich vocabulary for an A-level essay, provided that the student did not allow the phrases to colour his argument. A section on 'difficult' words at the end helps the student to select the correct German for such items as 'before', 'enjoy', 'put' in their different contexts.

This is a most interesting book for the teacher to browse through – I found it fascinating – and in the hands of a very able student it could be used to produce very impressive work both orally and in writing. It is definitely geared more towards first year university than sixth form, but for those who can handle it, it is a good investment.

SHEILA MASON
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Thomas Mann: Tonio Kröger

Inge Wild

Diesterweg, 1994. (Available through European Schoolbooks Ltd.) Grundlagen und Gedanken zum Verständnis erzählender Literatur, 83 pp., £8.25,
ISBN 3-425-06052-X

The volume offers the student (or teacher) help in six areas. The first, 'Allgemeine Grundlagen', places *Tonio Kröger* in the wider context of literary and social developments at the turn of the century ('Bürgertum im 19. Jahrhundert', 'Romantik – l'art pour l'art – Dekadenz', 'Tradition der Künstler-Erzählung') and in the narrower context of Thomas Mann's early work. Then follow three sections devoted to textual commentary, 'Wort und Sachkommentar', 'Struktur des Textes' (leitmotif and chapter by chapter explanation) and 'Gedanken und Probleme' which is of course centrally concerned with the story's relation to the ideas of Nietzsche and Schopenhauer and the problems of overcoming decadence. The volume closes with an historical sketch of its reception and interpretation and a bibliography.

The volume is rather better at giving contextual help than in addressing the interpretational problems the new reader is likely to encounter. Thus the analysis of chapter three (which is both pivotal and highly illuminating) quite properly cites one of the crucial passages ('Er ergab sich ganz der Macht, die ihm als die erhabenste auf Erden schien [. . .]') but the quotation omits a sentence which is important for its understanding and comments rather lamely: 'Insgesamt ist dieses Kapitel von starkem Sprachpathos gekennzeichnet' (p. 37). Firstly the younger reader, in particular, needs to be reminded constantly of Mann's intermingling of 'erlebte Rede' with authorial irony. Bearing this in mind, the 'starker Sprachpathos' is to be attributed to Tonio's self-inflation as he sells his soul in exchange for power, an attitude which is undercut by the implied narratorial criticism in the previous paragraph: 'Denn er war groß und klug geworden [. . .].' Nor is Tonio's pact with 'Power' discussed in its function as a *ressentiment*-laden reaction to the pain others have inflicted on him, nor as a substitute for other emotional needs, which is implied by its personification as a female figure: 'Mit seiner jungen Leidenschaft ergab er sich ihr, und sie lohnt ihm mit allem, was sie zu schenken hat [. . .]' This diversion of the need or capacity for love into power on the one hand and soulless sexual experimentation on the other is one of Mann's recurrent themes and central to the understanding of the ending of this story which Wild finds so problematic. It is because Tonio still knows in his heart of hearts what love is that he feels so dissatisfied with the type of art practised by himself and others in Munich. His determination to seek a more fruitful relationship to 'Life' is distorted when seen in relation to the antithesis of 'Literat' and 'Dichter', 'der in seiner Kunst die Gegensätze versöhnt und die Harmonie der Volksgemeinschaft zum Ausdruck bringt' (p. 70). Whatever Mann did in the First World War, Tonio is not, as the mention of the 'Volksgemeinschaft' suggests, a prototype 'Heimatkünstler' or, worse still, precursor of 'Blut und Boden'. Tonio's love retains to the end that 'klein wenig Verachtung' which is essential to its humane complexity. What is aimed for is the co-existence of criticism and compassion, not some amorphous 'Versöhnung'.

Overall verdict: useful enough, but mit Vorsicht zu genießen.

RONALD SPEIRS
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Colloquial German: A Complete Language Course

Glyn Hatherall and Dietlinde

Routledge, 1995; Book: 342 pp., £6.99,
ISBN 0-415-02799-3; 2 cassettes: £8.50 + VAT,
ISBN 0-415-02800-0

Despite its title, *Colloquial German* is not especially concerned with the study of colloquialisms but instead is a general language course for beginners. Comprising a text book and two audio cassettes, it is intended to give beginners a comprehensive introduction to the German language. The course assumes no prior knowledge of German or other languages and thus focuses particularly on the needs of the new learner by offering ideas on how to learn a language as well as on what to learn.

The course is divided into twenty chapters, each of which begins with a set of objectives covering the language activities, language focus and also the learning strategies. Each of the chapters encapsulates a typical situation in which learners could find themselves. Practical communication is thus achieved through a situation-based approach. Each of the dialogues is preceded by a summary in English, which is reassuring for the complete beginner, and ends with a useful set of notes which provide interesting additional linguistic and cultural information.

Each chapter contains a wealth of exercises (20 in chapter one) to enable the learner to practise the German they have learned. There is a key to the exercises in the back of the book to allow the independent learner to check his/her progress. Also at the back of the book is a fairly comprehensive German to English vocabulary section. Grammar points are covered as they occur in the dialogues.

The explanations are clear and concise with coverage restricted to the essentials. There is also a grammar index at the back of the book in which the main grammar points are referenced to the chapters in which they occur. Pronunciation also features prominently in the course – alongside a comprehensive pronunciation guide, one side of a cassette is entirely devoted to pronunciation.

The *Colloquial German* course is comparable in its approach and structure with Breakthrough German and Deutsch Direkt and is appropriate for use with a beginners' adult education class or for independent study.

DEBORAH PARK
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Fahr mit. Reisen in Deutschland. Ein andeskundliches Spiel

Michael Steindl

Inter Nationes, 1994, DM 40,00

Endlich ein ansprechendes Spiel zur Landeskunde, ist der erste Gedanke, wenn man den Kasten dieses Inter Nationes Spiels öffnet. Eine schöne große Deutschlandkarte als Spielfeld, drei Packen ansprechend gestalteter Informations- und Fragekarten und neben den Handreichungen auch noch einen ausführlichen Bild- und Informationsband über die 127 (!) deutschen Städte, die in diesem Spiel eine Rolle spielen. Hier soll sowohl geographisches als auch politisch-historisches und kulturelles Wissen vermittelt werden. Fahr mit kann in drei verschiedenen Versionen gespielt werden, die jeweils einem unterschiedlichen Wissensstand der Lerner entsprechen.

Da ist zunächst das 'geographische' Spiel (4–8 Spieler), in dem lediglich das Spielfeld, die Figuren und der dreifarbige Würfel benutzt werden. Jeder Spieler soll mehrere Bundesländer besuchen. Sobald er eine Stadt erreicht, soll er einen Mitspieler nach Bundesland oder geographischer Umgebung der Stadt fragen. Die Fragen sind vorgegeben und stereotyp, daher ist diese Variante nur für Anfänger geeignet.

Das 'landeskundliche' Spiel (2–6 Spieler) macht vor allem Gebrauch von den 127 Fragekarten, die den 127 Städten entsprechen. Jeder Spieler zieht 5–8 Fragekarten und stellt sich eine Reiseroute zusammen, die ihn durch diese Städte führt. Erreicht er eine von ihnen, stellt er einem Mitspieler – je nach Farbe der gewürfelten Zahl – eine der drei Fragen der Fragekarte. Vor der Frage mit zwei Alternativantworten werden zuerst landeskundliche Informationen gegeben; die richtige Antwort kann zumeist aus der vorher gegebenen Information erschlossen werden. Mit Hilfe des Begleitbuches, *Bilder aus Deutschland*, können noch weitere Informationen in Bild und Text über die jeweilige Stadt herausgesucht werden. Die Informationen und Fragen sind nicht leicht zu verstehen, deshalb ist diese Variante nur für fortgeschrittene Lerner (Mittelstufe) geeignet.

Vom sogenannten 'kulturellen Informationsspiel' (4–6 Spieler) gibt es zwei Varianten, das historisch-politische und das künstlerisch-musische Spiel. Wie beim landeskundlichen Spiel werden auch hier Karten gezogen und Reiserouten geplant, aber es werden keine Fragen gestellt, sondern der Spieler soll, wenn er eine seiner Städte erreicht, mit Hilfe der Informationskarte den anderen Spielern – wie ein Reiseführer – etwas über die jeweilige Stadt erzählen. Diese Variante ist nur für sehr fortgeschrittene Spieler (Oberstufe) zu empfehlen, da es einen großen Wortschatz verlangt. Es stört den Spielfluß sehr, wenn ständig Vokabeln erklärt oder im Glossar nachgeschlagen werden müssen.

Fahr mit enthält eine kaum überschaubare Fülle von Material, das ist zugleich Chance und Handicap des Spiels. Einerseits bietet es umfassende und auch ungewöhnliche Informationen über Deutschland, alle Städte von Bedeutung sind aufgenommen und die ansprechend gestalteten Zusatzinformationen können auch außerhalb des Spiels verwandt werden. Andererseits muß der Lehrer stark aussortieren und vorbereiten, sonst kapitulieren die Lerner vor der Materialfülle. In den Spielanleitungen werden die Lerner zumeist direkt angesprochen, jedoch sind Wortwahl und Satzbau oft unnötig kompliziert, sodaß sie nicht selbständig mit den Handreichungen arbeiten können. Da und bei den komplizierten Spielregeln sollte vereinfacht werden. In eigenen Erfahrungen mit Studenten wurde das landeskundliche Fragespiel am meisten geschätzt, da es Informationen als Nebeneffekt bietet, und der spielerische Anreiz am größten ist.

Inter Nationes hat sich nach den ersten Erfahrungen mit dem Spiel für eine Bearbeitung und Vereinfachung entschieden, was sehr zu begrüßen ist, da es kein vergleichbares Landeskunde-Spiel auf dem Markt gibt. Man kann hoffen, daß die 'Kinderkrankheiten' von *Fahr mit* in der neuen Version, die voraussichtlich 1997 erscheinen wird, verschwunden sein werden.

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Die Suche. Das andere Lehrwerk für Deutsch als Fremdsprache, 2

Volker Eismann et al.

Langenscheidt 1996. (Available through European Schoolbooks Ltd.) Textbuch: 168 pp., £16.75; Arbeitsbuch: 200 pp., £16.75; Cassettes 2A £24.75 + VAT, Cassette 2B £12.75, ISBN 3-468-47620-5/47621-3/47623-X

Die Suche is described by the publishers as a 'Lernroman' and as the 'alternative' course for German as a foreign language. Certainly the idea behind the course is an interesting one and a refreshing change from yet another set of chapters on travel, shopping and hobbies. Nevertheless, the reviewer's first reaction to *Textbuch 2* was that only the most motivated and academically-minded learner could make progress using material of this kind and of this degree of difficulty. The course is aimed at post-16 students and adults and would perhaps appeal to, for example, literature students taking German *ab initio* within an academic framework. Successful completion of *Die Suche 1* and *2* is designed to bring the learner up to 'Zertifikat Deutsch als Fremdsprache' standard.

The appearance of both *Textbuch* and *Arbeitsbuch* is not likely to appeal to students used to far more colourful publications. *Textbuch 2* has black and white illustrations and either black or burgundy text. The latter is designed to highlight Peter Schneider's 'Roman', which forms the backbone of the course and the jumping-off point for tasks and exercises. The *Arbeitsbuch* has no colour. Some of the pages are very crowded and the reduction of some of the illustrations makes any text difficult to read.

The *Textbuch* contains Schneider's story: Elena sets off to trace her father, Helmut Schmidt, about 50 years old, shoe size 41. Her journey takes her right across Germany and, on the way, provides the learner ('auf spannende Weise') with an insight into German language and contemporary culture. A wide range of exercises is provided both in the *Textbuch* and in the *Workbook*. Back-up audio texts and exercises are available on cassettes of good sound quality in mainly native-speed German. The books also contain transcripts of listening texts, a short grammar section and a detailed answer key. More explicit help on how to use the course would have been useful for students working largely on their own.

Despite the criticisms above, Die Suche would provide a challenging and stimulating 'alternative' way of learning German for motivated, adult students.

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Die Schöne ist angekommen. Ein Grammatikkrimi

Linda M. Brand

Klett Edition Deutsch, 1995. (Available through European Schoolbooks Ltd.) 80 pp., DM 18,80, ISBN 3-12-675318-3

Grammatik aus Texten 1

Claudia Schmidt-Weitner and Regina Wieland

Max Hueber Verlag, 1995. (Available through European Schoolbooks Ltd.) Book: 104 pp., DM 18,90; Lösungsschlüssel: 16 pp., DM 8,00, ISBN 3-19-001569-4/-9

Grammatik üben einmal anders. Keine zusammenhangslosen mit komplizierten Vokabeln gespickten Übungen – statt dessen eine Geschichte, genauer gesagt ein Krimi. Darin sind Übungen zu ausgewählten Schwerpunkten der deutschen Grammatik eingefügt, die den Lernenden in die Geschichte einbeziehen.

Der Krimi ist in 10 Kapitel aufgeteilt. Er handelt von Hugo Zabelthau, merkwürdigen Briefen und seiner Liebe zu einer schönen Frau. Dazu gibt es 20 Kapitel, die alle wesentlichen Grammatikpunkte der Grund- bis Mittelstufe umfassen. Ein Textkapitel steht jeweils mit zwei oder drei Grammatikteilen in Verbindung. Letztere bieten zunächst eine kurze, leicht verständliche Erklärung zum jeweiligen Schwerpunkt und dann folgen die Übungen dazu, die im Zusammenhang mit dem Text stehen. Die Übungsformen sind vielseitiger Art von konventionellen Einsetzübungen über Rätsel zu Bild-Text-Kombinationen.

Das Layout des Buches ist gutstrukturiert und übersichtlich, und wird durch einige Bilder, Zeichnungen und Symbole aufgelockert. Das Vokabular ist relativ allgemein gehalten und orientiert sich an den Anforderungen des 'Zertifikats Deutsch als Fremdsprache'.

Das Buch eignet sich für die Grundstufe zur Vorbereitung auf die

Prüfung des 'Zertifikats' oder zu Beginn der Mittelstufe zur Wiederholung des Grammatikpensums der Grundstufe. Es kann im Selbststudium durchgearbeitet werden (es gibt einen Lösungsschlüssel am Ende), aber es ist auch für den Klassenunterricht geeignet. Besonders Jugendliche dürften daran Spaß haben. Die Autoren haben es selbst mit Erfolg in der Unterrichtspraxis ausprobiert. Ich würde es aber auch für den Erwachsenenunterricht empfehlen. Es ist eine erfrischende Art Grammatik zu wiederholen und zu üben: ein willkommenes, attraktiv gestaltetes Grammatikübungsbuch.

Grammatik aus Texten ist ebenfalls ein Übungsbuch zur deutschen Grammatik. Es ist jedoch ganz anderer Art als *Die Schöne ist angekommen* und ist für sehr fortgeschrittene Lernende gedacht. Aber auch hier ist man bemüht Text, Vokabeln und Grammatikübungen sinnvoll zu verbinden.

Das Buch ist in 4 Grammatikschwerpunkte eingeteilt, die jeweils ein Hauptkapitel umfassen. Jeder dieser Schwerpunkte steht im Zusammenhang mit einem Themenkreis: Adjektive werden mit dem Thema 'Literatur und Film', Nomen mit 'Reisen und Urlaub', Verben mit 'Umwelt' und Funktionsverb-Gefüge mit dem Thema 'Das vereinigte Deutschland' geübt. Jedes Thema wird durch Schlagzeilen oder einen kurzen aktuellen Text eingeführt. Attraktiv ist: der Lernende wird durch Übungen angeregt, sich zunächst das grammatische Phänomen selbst zu erarbeiten. Daraufhin werden die wichtigsten Aspekte erklärend zusammengefaßt und mit weiteren Aufgaben geübt. Desweiteren gibt es Diskussionsanregungen und Übungen zu Bearbeitungen von Texten unter inhaltlichen Gesichtspunkten. Die Texte setzen sich aus Auszügen aus Romanen, Zeitungsartikeln, Zeitschriften oder anderen aktuellen authentischen Texten zusammen. Gute Deutschkenntnisse sind Voraussetzung für das Verständnis des Materials.

Das Buch kann sowohl für das Selbststudium als auch für den Kursunterricht benutzt werden. Texte, Übungen und Erklärungen sind übersichtlich gestaltet und mit Symbolen gekennzeichnet. Die Übungen selbst sind herkömmlicher Art. Meiner Meinung nach ist dies ein ordentliches Buch im konservativen Stil des Grammatiklernens mit einigen interessanten Übungen und Anregungen. Es ist für die Studienvorbereitung und studienbegleitende Kurse an den Universitäten geeignet.

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Sowieso 2. Deutsch als Fremdsprache für Jugendliche

Hermann Funk and Michael König

Langenscheidt, 1995. (Available through European Schoolbooks Ltd.) Kursbuch: 120 pp., £10.75; Workbook: 120 pp., £9.95; Lehrerhandbuch: 168 pp., £16.95; Cassettes 2A: £21.25; Cassette 2B: £9.50. ISBN 3-468-47670-1/96820-5/47672-8/47673-6/47673-4

These course materials are beautifully produced, with lots of high-quality colour photographs of real young people doing real things combined with the familiar Langenscheidt cartoon figures.

The *Kursbuch* is laid out clearly and attractively, with twenty-four short, manageable units covering important topic areas for GCSE without losing authenticity of content. Text and task headings are in concise, unfussy German and students are directed to the audio back-up and grammar section by means of symbols. The black and white *Workbook* is also clearly laid out with several illustrations familiar from the *Kursbuch*. Activities are wide-ranging and, in most cases, temptingly short! Conscientious learners or those working independently would find plenty of consolidatory and extension material here. The English language *Workbook* (as opposed to the all-German *Arbeitsbuch*) has an easily understood but cheerfully unpatronising section on 'Learning How to Learn: A How-To Manual for Language Learners' with subsections on Learning, Speaking, Writing and a very clear grammar section. Strangely, the instructions for tasks and exercises remain in German, presumably to keep costs down, but reducing the book's usefulness for less able learners.

The *Lehrerhandbuch* is larger in format than the *Kursbuch* and *Workbook* (A4), but is sufficiently sturdy to withstand regular use. The *Kursbuch* pages are reproduced one per page of the *Lehrerhandbuch*, slightly reduced but easily legible, and in full colour, together with relevant teaching suggestions. This not only makes the teacher's job easier but also results in a lighter briefcase! Audio transcripts, a small number of photocopiable worksheet masters and solutions to exercises are also included. Three good quality cassettes provide audio support – two for the *Kursbuch* and one for the *Arbeitsbuch*. According to the publisher, the market for the first stage of *Sowieso* is 'Secondary 11+ beginners'. *Stage 2* would almost certainly be too advanced for Year 8 pupils and secondary teachers might well want to teach two stages over three years with average groups. Alternatively, the course might well suit later, more academic beginners.

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CD-Lesen. A CD-ROM for German at 14–19

John Alder et al.

Collins Educational, 1994. CD-ROM, booklet (40 pp.), £135 + VAT. ISBN 0-00-320152-X

German. The Fun Way to Learn German

Ten Out of Ten Educational Systems, 1995. £25.79

Readers who are familiar with the same publisher's CD-Rom called *Autolire* will know what to expect from this useful if fairly expensive offering from Collins Educational. The style and screen layouts are very similar, as are the number, levels and variety of the texts presented. In *CD-Lesen* we have some seven hundred texts of varying lengths and levels of difficulty, grouped under five topic headings: Das Alltagsleben, Die Welt der Jugend, Unsere Welt, Die Arbeitswelt and Die internationale Welt. The shortest texts are a few lines long, and include simple items such as shopping lists, fridge door messages and the like, and the longest occupy two or three screenfuls of print. Many texts (indicated with an eye-symbol) incorporate at least one picture which can be displayed by clicking with the mouse on the 'eye', and some can also be heard – read out in a clear and rather deliberate voice – by clicking on an 'ear' symbol when shown. Each text is graded in the index by level of difficulty – one to three stars – they are taken from authentic sources, many aimed at German teenagers, and all are accompanied by a selectable introductory screen (click on the button

marked E for Einleitung) which gives the source of the text and a list of key words and phrases. Users seeking a text on a particular subject can instigate a key word search through some or all of the 700 documents: thus entering the two words 'Umweltschutz' and 'Tiger' finds a short article underlining the endangered state of that species.

The simplest texts are separately graded as Vorbereitungstexte, and each of these is accompanied by a selection of exercises or questions which can be called up on screen. Many of these exercises involve writing things down in the conventional manner, but others do exploit the technology more fully in allowing students to highlight words that they choose in response to the questions and then to compare their answers to the models provided. A dictionary is also provided on the CD-Rom, and students can find translations into or out of German by bringing up the appropriate screen and then typing in the required word or, in the Vorbereitungstexte, by clicking the mouse button on a highlighted word. This seems to be a useful facility, though on the two machines used to test the program the dictionary did not work properly when run under Windows (version 3.1 or Windows 95). Otherwise there seemed no problem in running this DOS program on a Windows machine. The CD-ROM comes with a booklet of instructions and helpful suggestions, which also contains a list of the sources of the material. Teachers will find *CD-Lesen* a very useful source of texts for use at all levels in school German teaching, and students will surely find among the huge variety of items some which spark their interest and encourage them to read.

My initial doubts – aroused probably by the title of this CD-ROM – were dispelled as I got further into this suite of programs designed for learners in the earlier stages of German. At first sight these programs are fairly trivial games requiring word-recognition and the traditional hand-eye co-ordination of computer games. The graphics are unsophisticated and the actual games themselves are very easy to learn. However, each game can be played at one of six levels, and the linguistic demands increase as the level advances, so that at higher levels the learner is required to display ability to handle verb-forms and fairly complex vocabulary. The program itself can be customised by parent or teacher, including whether or not all instructions are given in the foreign language (the default situation is that in the lower levels, instructions are in English). The program also keeps records in the form of a high-score table; it allows a learner to progress to a higher level only when he has achieved success at the previous one; it allows the printing of certificates of achievement; basic sound is used to reinforce 'well done!' and similar messages.

The documentation provided includes instructions for parents/teachers, installation instructions and game instructions in both English and German. There is also a sheet indicating correlations between the game levels in this package and the National Curriculum Levels of Attainment. Clearly this package was originally designed for distribution on floppy disks – it does not exploit the power of the CD-ROM for sound or sophisticated graphics. However, the various items in the package could be very useful in enhancing the learning and the motivation of younger children in particular, and it can be recommended – not least because it is quite reasonably priced.

BARRY WILLIAMS
St John's School, Leatherhead

Reflections on Reading from GCSE to 'A' Level

Michael Grenfell (ed.)

CILT, 1995, vi + 100 pp., £15.00, ISBN 1-874016-48-8

This 16mm-by-24mm paperback book arises out of a genuine concern among teachers about the place of reading in the modern language classroom. The focus is on the mismatch of communicative language teaching and learning required for GCSE with the additional reading requirements of 'A' level.

The book consists of a short preface by Richard Johnstone putting the theme of reading in the context of the general theme of the series: reflections on practice; an introduction and conclusion by Michael Grenfell and three accounts of relevant classroom research by Jane Roots, Patricia Rees and Liliane White.

Grenfell in his introduction touches on the relationship between first language and foreign language reading and quotes Krashen on the significant input of reading to enhance language learning.

Roots, basing her research on Year 9 German sets, investigates the reading habits of her students in both English and German. She produces interesting evidence as to the criteria motivating her students to read or alienating them from the wish to read: evidence related to length, difficulty, theme and presentation of text. Teachers should find here some information to guide them in the introduction of reading into the relatively early stages of foreign language learning.

Rees examines the student perspective on reading in French from GCSE to 'A' Level during their sixth-form course. She highlights the nature of the difficulty of this transition with reference to reading skills. Questionnaires, interviews, discussion and observation present the place of reading in the modern language syllabus through the eyes of the students. This article should make teachers more sensitive to the problems faced by the young learner.

White compares the experiences of teachers and their students in French in three sixth-form colleges with the focus on the reading and appreciation of literary texts set for 'A' level. She explores the linguistic, intellectual and emotional factors that make reading at 'A' level forbidding or stimulating. Teachers should find here helpful information about the kinds of syllabus and the ways of presenting them to students that are likely to appeal and work effectively in a range of situations.

Grenfell's conclusion includes a reflection on the research techniques used and a synthesis of possible classroom techniques for developing reading skills and integrating these into modern language learning.

Essentially the value of this book lies in its potential for encouraging its readers to do their own research. There is helpful bibliographical material, especially reference to previous research. I have reservations about the lack of any consideration of ways of developing a critical armoury – largely because the unquestioned assumptions about avoiding analysis of grammar and syntax in both first and foreign language learning remain implicit – with the result that students find it impossible to talk or write about language. However, this book does contain useful stimulus for the questing and reflective teacher.

DONALD FIRTH
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Themen neu 3. Kursbuch. Arbeitsbuch, plus 2 cassettes

Hartmut Aufderstraße, Werner Bönzli and Walter Lohfert

Max Hueber Verlag, 1994. (Available through European Schoolbooks Ltd.) KB: £12.95, AB: £10.95, 2 cassettes: £18.50 + VAT; ISBN 3-19-016915/016916/016917

Themen 3 neu is aimed by the authors towards the Zertifikat Deutsch als Fremdsprache and uses the already well tested structures and layout of the two preceding volumes. It is (at least in my case) the answer to a 'teacher's prayer' for a communicative, versatile and up-to-date text-, workbook and tape package for intermediate learners of German in Languages for All programmes of universities and in the adult education sector.

The following topics are covered in 10 units: Heimat, Reisen und Urlaub, Arbeitswelt, Lernen, Konsum, Sprachliche Konventionen, Feste und Einladungen, Technik, Geschichte und Kultur, Prüfungen. Each unit in the coursebook offers listening, reading, writing material with interesting and in some cases also innovative ideas for discussion, role-play, and non-speaking related tasks. Colourful pictures, texts and tables of new structures are clearly presented and marked with symbols as a guide for self study. The texts used come from a variety of sources: Instructions, posters, excerpts from literary works (Max von der Grün, Brecht, Hesse, Goethe), adverts, letters, short newspaper articles, etc. This again makes it very appealing for the non-specialist language student.

Each workbook unit presents core grammatical structures and core vocabulary at the start, followed by exercises which practise and revise material presented in the course book. Every exercise is also clearly cross-referenced with the course book, making independent study easier for the student. A key to all exercises is provided at the end of the book. The two accompanying audiotapes are an integral part of the course and provide recordings of realistic situations. Clear instructions for listening tasks again are helpful for student (and teacher!).

The books can be used in preparation for students going abroad to study or on work placements, (to be prepared for the demanding task of finding a room or a flat without paying through the nose), but it is also fun for adult education students to reflect on ways of how to deal with party poopers and 'Stimmungskanonen'. It includes topic areas which will prepare people for tasks related to their work, and also offers topics which will appeal to students of different faculties in 'Languages for All' programmes.

The only criticism I could muster is the fact that the work book offers too many exercises which require the re-phrasing and re-forming of sentences, where I would have liked to see more of complex and contextualised tasks. I appreciate that this is not always easy, especially with diverse student groups in mind.

In short: an excellent course which appeals to younger and older adults alike and certainly fills a gap in the market of German textbooks for more advanced learners. When can we expect Themen neu 4?

MARION SPÖRING
Centre for Continuing Education, University of Dundee

Theater und Film: Ein historischer Abriß. Themenhefte zur Landeskunde

Ralf Stephan Thomas and Charlotte Habersack

Max Hueber Verlag, 1995. (Available through European Schoolbooks Ltd.) 48 pp., DM 12,80, ISBN 3-19-001558-9

Max Hueber, publisher of the extremely successful *Themen neu*, has released a series of slim, brochure-like books intended to supplement existing course material for learners of German at or above ZDaF level. Each book takes a single subject area as its focus – first the German language, then German media, the German economy, and a just released fourth volume which deals with German theatre and film.

The publisher is positioning the series as supplementary reading material with original texts giving background information plus newspaper cuttings and extracts from literary texts, complemented with a small, but carefully chosen collection of photographs and caricatures. This fourth volume has unfortunately fewer illustrations than its forerunners but is carried perfectly by the wonderfully pleasant German of the original texts by Ralph Stephan Thomas and Charlotte Habersack. Given the limited space available (less than 50 pages!) they have done a very good job condensing the important periods and their characteristics into a brief but nevertheless informative history of German theatre and film.

The book, as indeed the whole series, is to be recommended for students with good reading skills who want to acquire more knowledge of German theatre and film, but find the existing books too difficult because they have been written for native-speakers of German. The book can also be used by German teachers in secondary or higher education as a resource book for text material.

Frank Dewitz
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Letzter Zug nach Königsberg – Two Stories by Arno Surminski

Stephen C.J. Nicholls (ed.)

Private publication: 30 Marle Avenue, Burgess Hill, West Sussex, RH15 8JG, 1995. 47 pp. £6

Der hier zu besprechende Band ist als Privatdruck erschienen. Gewöhnlich haftet Privatdrucken etwas Obskures an. Entweder handelt es sich um die liebevolle Arbeit eines Amateurs oder um einen individuellen Intellekt, der weit über das Verständnis des Massenpublikums hinausdenkt.

Bei dem Band *Letzter Zug nach Königsberg* handelt es sich meines Erachtens um die erste Kategorie. S.C.J. Nicholls hat sich mit der Bearbeitung zweier Kurzgeschichten von Arno Surminski viel Mühe gegeben. Um die beiden Geschichten ranken sich illustrierende Fotos, historische Karten, Danksagungen, Vorbemerkungen und ein Vorwort, sowie Nachbemerkungen und ein Nachwort, nicht zu vergessen eine kleine vom Herausgeber recherchierte und verfaßte Geschichte der Stadt Königsberg, nebst einem skurrilen Postskriptum und ein Foto des Autors Surminski. Bisweilen hat man als Leser das Gefühl, vor lauter Schmuck das Geschmückte nicht mehr zu sehen, denn die Kurzgeschichten drohen in dieser Anhäufung von Vor- und Nachgestelltem fast unterzugehen.

Historisch gesehen ist die Problematik des Ostpreußenthemas, das anhand der beiden Kurzgeschichten eingeführt werden kann, für englische Schüler sicherlich sehr interessant da man hier mit ihnen das Schicksal der Heimatvertriebenen diskutieren kann – ein Thema, das dem historischen Selbstverständnis der Engländer sehr fremd erscheinen muß, da sie es auf eigenem Boden in der ihrer langen Geschichte nicht erfahren haben.

Leider sind die den Band illustrierenden Karten und Wappen, die der Herausgeber sicherlich als schöne Illustrationen zum Thema gedacht hatte, für einen deutschen Leser eher unangenehm, da sie, zum Teil kommentarlos in den Band geworfen, den Eindruck erwecken könnten, man bejammere hier die verlorenen Ostgebiete und wolle sie zurück. Ich bin sicher, daß englische Schüler, die eine Deutschlandkarte mit den ostpreußischen Gebieten ohne Datum und/oder Kommentar in die Hand bekommen, glauben werden, daß Deutschland geographisch so heute noch existiere. Statt all der Vor- und Nachbemerkungen wären hier ein paar erläuternde Worte besser am Platz gewesen.

Bestimmt ist dieses Buch sicherlich für den Deutschunterricht in der A-level Phase. Die Kurzgeschichten sind thematisch und sprachlich anspruchsvoll, aber leicht zugänglich, zumal ihnen eine Vokabelliste beigefügt wurde.

Im großen und ganzen ist also der Enthusiasmus, mit dem Herr Nicholls hier ans Werk ging, zu loben. Wären alle Deutschlehrer so engagiert, wäre schon viel für das Fach gewonnen.

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Stufen International 1 – Deutsch als Fremdsprache für Jugendliche und Erwachsene – Lehr- und Arbeitsbuch

Anne and Klaus Vorderwülbecke

Klett Edition Deutsch. (Available through European Schoolbooks Ltd.) 183 pp., ISBN 3-12-675280-2

Stufen International is the first stage of a new course for learners of German as a foreign language, and is designed for young adults (16 upwards) and adults. The basic course book is accompanied by a teachers' book and cassettes. Volume 2 is expected to appear 'zur Buchmesse 1996'. The authors have been involved in the teaching of German in many different countries, including with the Goethe Institute, which is reflected in the combination of international and expressly German, Swiss and Austrian material. Much interesting information about cities and regions of the German-speaking world is an integral part of the course.

This book is worth consideration by teachers who are looking for a coursebook as a basis for a group of adult, or older teenage learners in a situation not constrained by National Curriculum or British exam board requirements; rather, the 'Zertifikat Deutsch als Fremdsprache' is cited as a possible goal. The material is attractively set out, with numerous colour photographs, cartoons and diagrams. Students are obviously expected to write in the book, as exercises have built-in spaces for answers; this presupposes ownership of the coursebook by each class member.

Each of the 10 chapters focuses on a general theme, such as 'Tempo' or 'Verbindungen', but manages to encompass many aspects within the theme. There is a variety of mini-topics to appeal to the potentially wide target age-range, including new technology. Coloured symbols indicate the four main elements in each section – 'Situationen, Texte, Redemittel', 'Phonetik', 'Grammatik' and 'Aktivitäten'. I particularly welcome the emphasis on grammar and pronunciation, which encompasses both considerable content in each chapter and additional sections at the back. Answers to exercises are provided in the pupils' rather than the teachers' book! There are also tips for language learning, such as the assimilation of vocabulary.

However, it would seem that this course is not for the faint-hearted! The authors, in a piece at the back of the book, and in the accompanying advertising, emphasise the innovative approach they take, including use of music. The progression of difficulty of language appears swift – both in active language production required of the student, and in the level of the reading material. But an enterprising teacher has much scope here for differentiation and adjustment of material to suit students' needs. *Stufen International* seems to be a promising addition to the range of books available to teachers of German.

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Collins German Ringbinder Dictionary

HarperCollins, 1996, iv + 124pp., £4.99, ISBN 0-00-470983-7

This dictionary with its almost A4-sized format could be stored safely in any A4 file or ringbinder. It is yet another presentation of the database first introduced in *Collins Gem* mini-dictionary (first published 1978, subsequently revised, last reprinted 1996 (£3.50), and used also for *Collins German Travel Dictionary* (new edition 1996 – £3.99), *Collins Compact Dictionary* 1995 – £4.99) and for *Collins Pocket German Dictionary* (Colour Edition last reprinted 1993 – HB £6.99). (Review of earlier *Gem* and pocket editions in GT June 1991)

The corpus, arranged in four columns on each page, has headwords in bold and, of course, more entries visible at one glance than in a smaller volume. It is not quite as easy on the eye as the *Collins Pocket Colour Edition*, with its larger print and red headwords, or as the *Oxford Colour German Dictionary* (1995 – £5.99) with its blue headwords. This last boasts 50,000 words and phrases, 70,000 translations whereas the Collins five mentioned here have 40,000 references and 70,000 translations. The *Larousse Mini-Dictionary* (1995 – £2.99) is just as clear but smaller and slighter with 40,000 translations.

The *Ringbinder* is well set-out, with a list of abbreviations inside both front and back covers and black-edged pages to mark the divide between the German–English and English–German sections. There is one page of German irregular verbs (but there is no equivalent English list this time), and another page with the invaluable international phonetic symbols and regular noun endings. The dictionary shares with its stable-mates one feature first introduced in the Gem – clearly demarcated key words/Schlüsselwörter, words occurring frequently and often having more than one usage, e.g. the German modal verbs, some prepositions and adverbs such as 'doch', 'noch' and 'schon'.

Three sample entries:

- anspruchsvoll: demanding
- Mannschaft: f (SPORT, fig) team; (AVIAT, NAUT) crew; (MIL) other ranks
- laufen vt.vi to run; (umg. gehen) to

> walk; -d adj running; (Monat, Ausgaben) current; auf dem -den sein/halten to be/keep up to date; am-den Band (fig) continuously.

Although Köln and München occur in the German–English section, Cologne and Munich do not appear in the English–German. A businessman would search in vain for the meaning of the German word 'Handy'; 'mobile phone' is translated as 'Mobiltelefon'. Although 'wordprocessing'/'Textverarbeitung' are in both sections, only the English–German section has 'Cursor', 'Laptop', 'Modem', 'Software'. There is no mention of surfing the Internet; like the rest of us, lexicographers find it hard to keep pace with the march of technology.

Learners of German up to GCSE and A-level who use files or binders would be able to consult this dictionary quickly – and surreptitiously – and find much to help them.

MARSALI DENING
Bath

Deutsch rapid. A German Self-Study Course for Beginners

Renate Luscher

Verlag für Deutsch, 1995. (Available through European Schoolbooks Ltd.) 118 pp., £20.50, ISBN 3-88532-936-0

This short, simple course for the lone adult beginner comprises two audio-cassettes and a slim but well-presented book. Each of the 15 units begins with a brief conversation, recorded first rather slowly and then at normal speed, with the text printed twice in the book, so that there is a complete and sequential transcript of the cassette recording. The book also supplies vocabulary, information on points of grammar and the short oral exercises provided on the tape. Each unit finishes with a short written test, usually of the multiple-choice type. There is a key to the exercises and a glossary. Minimal use is made of grammatical terms but there is an A3 sheet of well set-out paradigms of verbs, nouns (no genitive case!) and weak declension adjectival endings, personal pronouns and a diagram illustrating the commonest prepositions of place.

The situations include meeting people, asking the time, eating in a canteen, telephoning, discussing a computer course and talking about a road accident. The only obvious omission noted in vocabulary given is that of the English equivalent of 'noch ein Bier'.

Although the beginner would be better informed by the much larger *Teach Yourself German* (reviewed *GT* December 1991) and would have more fun with *German in a Week* (reviewed *GT* December 1988), this more recent course does have a very clear lay-out. Both book and tape give words of real encouragement to the learner as he/she proceeds, even with short bursts of Muzak when it is time to take each written test.

MARSALI DENING
Bath

Gottfried Keller: Romeo und Julia auf dem Dorfe

Edited with introduction, notes and vocabulary by Erika and Martin Swales

Bristol Classical Press, German Texts Series, 1996, xxx + 78 pp., ISBN 1-85399-390-5

Keller's *Novelle* has long been a popular text at various levels of teaching – as an 'A' Level stalwart, introducing sixth-formers to the idea of literary genre, and, at university, as one of those books with much more to say about the society which gave rise to it than the reader ever thought when reading it two years earlier. The fact that the title evokes a well-known literary model lends accessibility, but we have hitherto lacked an edition that looks at more than just literary style and the author's background.

The Swales show how Keller shares with Dürrenmatt and Frisch the ability to unmask false idylls and to trace the constraining power of money. Thus we reach the heart of an interesting complex of themes within the book, and arrive there having used twentieth-century signposts well known to us. The text is not trivialised thereby, for the aim of this familiar starting-point is only to permit the introduction of a more sophisticated approach. The issue of the way Keller's text 'debates' with its Shakespearian predecessor involves a welcome reference to the idea of historicity in literary texts and to intertextuality. Similarly, the careful tracing of the interplay between order and anarchy in the book – especially the way the 'sheer delight in writing is checked by the sternly disciplined recurrence of symbol, metaphor [and] leitmotif' – is an example of stylistic analysis with a real point to it. The bibliography is up-to-date and contains references to German *Oberstufe* guides to the book. The edition is thus genuinely illuminating from many points of view.

Nonetheless, it is a pity that we have had to wait for something like this for so long. It can scarcely be used in schools, in the new 'A' Level programme. The existence of a set of seventeen 'Aufsatzthemen' at the end of the text does not in itself turn the edition into a suitable tool for use in target language teaching. Teachers in school would be likely to need more in the way of examples and extracts in German (from the Oberstufe guides, for example). This would help them plan teaching and to direct pupils towards both critical approaches and models of the appropriate language to be used in formulating those approaches. If the text had passed irrevocably into the domain of university teaching, this might well not matter. However, *Romeo und Julia auf dem Dorfe* remains a central component in those 'A' Level syllabuses where individual texts are the focus. This thought-provoking and truly educational edition is likely to be gratefully received by first-year undergraduates; but it is now clear that the school market needs quite different materials.

GEOFFREY PLOW
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Oxford 10,000 German Words

William Rowlinson

Oxford University Press, 1994, xi + 372 pp., £4.99, ISBN 0-19-283095-3

Oxford 10,000 German Words Mini-reference

William Rowlinson

Oxford University Press, 1994, xi + 372 pp., £2.99, 0-19-211686-X

German Key Words

Dieter Zahn

The Oleander Press, 1994, xii + 132 pp., £6.95, ISBN 0-906672-28-7

The two Oxford books are alternative versions of the same content. You can either get a readable one at the higher price, or save money and space if you have above-average eyesight. Either way, what you receive is a very comprehensive vocabulary arranged under subject heads such as 'Cinema and photography', 'Food', 'Feelings' etc.

These categories are arranged alphabetically, and within each the relevant nouns, verbs, adjectives and 'structures' (i.e. phrases) are given in that order. This makes sense insofar as it gives a logical structure, but does mean that words which go together are not always shown together, so the usefulness for 'word group learning' is reduced.

As with other Oxford reference works, the gender of the noun is shown in the article, i.e. instead of 'Denkmal, n' you get – far more helpfully – 'das Denkmal'. Plurals are, of course, also shown.

With any book of this kind, it is easy to nit-pick. Why include 'das Vereinigte Königreich' rather than the far more common 'Großbritannien'? And why on earth 'die Ex-DDR' rather than 'die neuen Bundesländer'? Is 'Gerechtigkeit und Gesetz' really the most appropriate translation for the heading 'Justice and Law'? And so on. But basically, the volume is a very useful one.

The question remains as to whether vocabulary is best acquired in context or learnt cognitively. Whatever the arguments for the former, I can imagine that many students would find this book a useful addition to their other learning materials.

Which, alas, is more than can be said for *German Key Words*. This is a collection of the most common 2000 words of German, arranged more or less in order of frequency. They are grouped in units of 20 words at a time for easy learning. Within each unit, the sequence is unclear. So taking Unit 34 at random we find: Fräulein, Kirche, billig, fördern, Wald, Bruder, gebären(?!), Heilige(r), schulden, leiten, Rand, Blick, Wetter, kaufen, Rolle, aussteigen, Getränk, Macht, Feld, dahinter and weniger.

Eight out of ten for linguistics, perhaps, but zero for pedagogy! All the words are given in total isolation from context and with grammatical indicators more appropriate to the advanced student. What is the real beginner in German reaching Unit 3 to make of

du *pron.*	you (sg.)
ihr *pron.*	you
adj.	her, its, their

followed nine entries later by

ihrer, ihre, ihres *pron.*	hers, its, theirs?

With the best will in the world, *German Key Words* does not merit more space in this journal, let alone a price-tag of £6.95!

ALAN JONES

University of Hertfordshire, Hatfield

Alfred Andersch: Sansibar oder der letzte Grund

Kurt Sollmann

Grundlagen und Gedanken zum Verständnis erzählender Literatur. Moritz Diesterweg, 1994. (Available through European Schoolbooks Ltd.) 92 pp., DM 12.80, ISBN 3-425-06163-1

Texte lesen und inszenieren. Alfred Andersch: Sansibar oder der letzte Grund. Romantext (gekürzt). Arbeitsblätter. Unterrichtshinweise

Manfred Schewe et al.

Klett Edition Deutsch, 1995. (Available through European Schoolbooks Ltd.) 79 pp., ISBN 3-12-675618-2

The popularity of Alfred Andersch's *Sansibar, oder der letzte Grund*, whether amongst the reading public generally or as a text for study at secondary or tertiary level both in Germany itself and abroad, shows no sign of waning. Statistics quoted by Kurt Sollmann in a useful section on the novel's sales show that the first paperback edition (Fischer) sold over 300,000 copies and that its successor (Diogenes) sells roughly 20,000 per year. The two volumes under review are the latest in a number of basic studies or pedagogical guides devoted to it.

Sollmann's monograph maintains the generally high academic quality of the Diesterweg series. There is much to recommend it to all those teaching Sansibar, but sixth-formers, and most first-year undergraduates, will find it hard going, both linguistically and, at points, in terms of content. Its major strengths are a well argued account (and defence) of the novel as a representation of the realities of Germany under Hitler; informative sections on the year in which it is set, 1937, and particularly on Ernst Barlach in the context of Nazi policies with regard to so-called 'entartete Kunst'; a good discussion of the novel's structure, including especially illuminating parallels with drama (though not film); an excellent analysis of the complex mixture of narrative techniques adopted by Andersch and the effects these achieve; and a very full account of the biographical background, linking Sansibar not only to Andersch's own experience of the Nazi years but also to the Adenauer period and to the author's decision to leave Germany for Switzerland shortly after completing the novel.

Despite all these strong points, however, the study has a number of drawbacks. Concerned to demonstrate Andersch's continuing preoccupation with the relationship between aesthetics and politics, Sollmann devotes considerably more space to other works than is commonly the case in this series. He also frequently engages in polemical debate with previous secondary literature, knowledge of which is taken for granted. Whilst all this may be of value to the specialist, it is less helpful to the teacher or student in search of specific guidance to the understanding of *Sansibar*. The 'Wort- und Sachkommentar', barely extending over a single page, is also inadequate. It fails, for instance, to identify the specific Dylan Thomas poem from which Andersch takes the novel's epigraph. Elsewhere, too, key themes and motifs either get very short shrift or are entirely ignored, such as the central importance of death, the full significance of the novel's title, or the biblical background to Helander's obsession with the 'writing on the wall'. In short, for all its undoubted virtues, Sollman's volume is likely to be of less practical value in the classroom than Fred Müller's more modest guide to *Sansibar* in the Oldenbourg 'Interpretationen' series (Munich, 1988).

More directly and explicitly aimed at the classroom, at teachers, sixth-formers and students of Germanistik abroad is the volume on *Sansibar* in the Klett series 'Stundenblätter Deutsch als Fremdsprache.' The collective work of two academics and a group of ten trainee teachers, its eighteen detailed 'Unterrichtsbausteine' and accompanying 'Arbeitsblätter' are, we are assured, the product of long and thorough preparation and testing. Unfortunately, the results are at best meagre, at worst unintentionally comic. Eschewing an analytical textual approach based on mere reading and discussion, the authors have constructed a didactic model designed to make the study of the novel into a true 'Erlebnis' or 'Leseabenteuer'. Their recommended approach, characterised as 'dramapädagogisch', involves a great deal of fishing in the dark, students being expected, before having read it, to speculate about the novel's content on the basis of an isolated snippet spoken by Gregor to Helander, or even to invent their own plot developments after reading only very brief extracts on the central figures. A lot of role-playing is also called for, ranging from an exercise designed to make the student identify with Judith's predicament when the innkeeper demands to see her passport, to some positively daft experiments in body language involving 'Standbilder' or poses, adopted by students in order to illustrate passages like: 'Gregor hatte Angst. Eine ungeheure Ahnung stieg in ihm auf.'

Worse still, the programme of lessons relates only to an abbreviated version of the novel, roughly one quarter the original length, which occupies some thirty pages of the volume. Inevitably this distorts Andersch's text, not only emphasising the 'suspense story' at the expense of ideas, but even cutting out all the sections devoted to the boy, the one character young readers are most likely to identify with – a point the authors themselves recognise when apologising for the omission! If these cuts alone make it difficult to recommend the volume, what little it contains in the way of linguistic help hardly makes it a useful acquisition either. The occasional marginal gloss in German, such as 'schnell' substituted for 'rasch' or 'betrunken' for 'besoffen', is scarcely impressive in a series sailing under the flag of 'Deutsch als Fremdsprache'.

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Dosenschiffchen Graded Reader

Gundi Teske

Durr & Kessler, 1995. (Available through European Schoolbooks Ltd.) 79 pp., £6.35, ISBN 3-8181-6019-8

Dosenschiffchen is a story about Martin, Niko and Rebekka, inhabitants of the town of 'Anderswo' on the river 'Irgendwohin', who spend their time making tiny ships from lemonade cans, and launching them on the river. Their own ships are always accompanied by countless other empty cans which the townsfolk discard in the town square, and which are then deposited in the river. The story tells of how the three children decide to follow the cans on a home-made raft, and the consequences of their adventure. The story is aimed at German-speaking youngsters of 12 upwards, is illustrated by charming black and white drawings, and has a strong message on environmental responsibility. As a teacher of German in Great Britain, I feel it has limited use in a whole class situation, as the level of language and vocabulary makes it accessible for sixth-form students only, who would, I suspect, find the tone of the story beneath them! However, I could envisage it being part of a library of stories for very able students in Key Stage 3, perhaps in particular those who have lived in Germany with the Armed Forces, or have a German speaking parent, and wish to extend their classroom reading. I intend to pass on my copy to a 13 year old in year 9 in just such a situation !

INGRID DIXON
Wycombe High School, High Wycombe

Aktion Grammatik! A new German grammar

John Klapper and Trudi McMahon

Hodder & Stoughton, 1996, 360 pp., £10.99, ISBN 0 340 65875 4

Aktion Grammatik! is a lively new grammar reference book which builds on the tradition of reference works for post-16 learners but also offers genuine communicative practice of newly acquired grammar for all students from Higher Level GCSE and Standard Grade upwards.

The forty-one chapters are clearly divided into three discrete areas: 'So wird's gemacht', in which the new grammar is explained and clearly illustrated with examples; 'Übung macht den Meister', which offers a variety of controlled exercises designed to give the student confidence in using the particular structure; and 'Freie Fahrt', which allows the learner greater freedom in applying the grammar to a situation with the minimum of prompting. The language used throughout is relevant and up-to-date and, in addition, is used to very good effect (without any recourse to English) for instructions for tasks in the 'Übung macht den Meister' and 'Freie Fahrt' sections. There is also an answer key, strong verb tables, a chapter devoted to the recent reforms to spelling and punctuation, as well as a bilingual glossary of grammatical terms and definitions with examples to illustrate the main terms.

The layout and headings make the book very easy to use, and the contents page details clearly the points covered in each chapter. There is clear evidence that the authors are aware of modern methodology in that students are often encouraged to work in pairs, to deduce meaning from context and to develop their dictionary skills. They are also asked to form words using newly acquired vocabulary, to transform sentences, to match up phrases and to complete sentences, to name but a few of the activities. The overall impression is that students are challenged to think for themselves and to build up both their confidence and expertise systematically.

Aktion Grammatik! would be an excellent purchase for any German department wishing to give its students a thorough grounding in basic grammar, whilst ensuring that communicative skills are practised.

STEPHEN J. BOYLE
Codsall High School, Codsall, Staffs

Charis Deutsch Einheiten 1-5

John Shortt (project director)

The Association of Christian Teachers, 1996, £24.70, 140 pp., ISBN 0-9516537-7-6

Within schools there is now much greater emphasis on the development of spiritual, cultural, moral and social values throughout the curriculum and not just in the traditional areas such as Religious Education. The Charis Project has been set up to produce classroom materials in English, Mathematics, French, German and Science which attempt to meet this growing need.

Charis Deutsch consists of a spiral bound book containing photocopiable worksheet masters and extensive teachers' notes together with an audio cassette. It has five units dealing with the themes of *Jugend gegen Hitler, Küssen, Frau Kelbert, Die Landschaft* and *Glauben*. The units are aimed at

KS4 pupils and fit in with the normal GCSE themes, but seek to go beyond the normal fare of holidaymaker phrases to provide challenging and thought-provoking material for pupils of all abilities which at the same time recycles familiar GCSE language in a new context. All the materials are in the target language and provide a wide variety of language tasks. The teachers' notes are comprehensive and guide the teacher through this new approach. Pupils of differing abilities are able to work on common tasks as well as differentiated materials. Many of the materials are also equally suitable for use in the lower sixth, perhaps as part of an induction course. Although written by a group of committed practising Christian teachers, others not so convinced should not be frightened off by this fact. Whilst the units do contain German extracts from such pieces as 'The Lord is my shepherd' (in the *Landschaft* unit) the materials are not overtly Christian but rather seek to emphasise wider spiritual and moral values suitable for use with all pupils. I would recommend this as a very useful additional resource, well worth considering for your department.

ALISTAIR BRIEN
Arnewood School, New Milton

Blick I. Mittelstufe Deutsch für Jugendliche und junge Erwachsene

A. Fischer-Mitzviris and
S. Janke-Papanikolaou

Max Hueber, 1995. Lehrbuch: 125 pp., £13.75, ISBN 3-19-001573-2; Lehrerhandbuch: 79 pp. ISBN 3-19-021573-1; Arbeitsbuch: 104 pp., £12.95, ISBN 3-19-011573-7; Cassette: £12.75 + VAT

Blick is a lively, three-part course designed for 16- to 20-year olds and leading to the Goethe Institut's Zentrale Mittelstufenprüfung.

The textbook is attractively presented and illustrated and the texts are well selected to appeal to the target age group. Six topics are covered, namely Jugendliche in Deutschland, Freundschaft und Liebe, Familie, Schule, Aussehen and Sport, and the authors estimate that the book contains enough material for 150 lessons.

Each unit has a good range of interesting texts with an imaginative variety of exercises and activities based on them. There is grammar revision in each chapter and introduction to new structures and idioms. At the end of each unit there is a reading section based on good contemporary teenage fiction which provides an introduction to texts likely to appeal to older teenagers. There is an emphasis on pupil autonomy with helpful study tips in each unit and pronunciation exercises on tape.

The workbook contains many and varied grammar and written exercises. In each unit there is a checklist of essential vocabulary and expressions and there are also self-assessment lists for pupils to monitor their progress. The teacher's handbook contains solutions to various language puzzles and instructions for the many games suggested in the textbook. There is a transcript of the tape which has a good variety of voices speaking clearly and not too fast, and finally there is a test for every unit.

Blick is a very attractive course, combining material of interest to the target age range with solid linguistic progression and could well be interesting for post-GCSE courses not leading to A-level. However I feel it has limitations as an A-level textbook. The level of language is appropriate to a Lower Sixth class but the type of grammar revision provided is more sophisticated than most post-GCSE candidates require. The material provided is barely enough for the Lower Sixth and many A-level topics are not covered e.g. the environment, politics, the media, Europe. One would therefore need supplementary material which, given the relatively high cost of Blick, does not make it an obvious A-level textbook. It does contain some excellent material though, and is well worth looking at to gain inspiration.

DEBORAH DAWE
The Godolphin and Latymer School

Wirtschaftsdeutsch für Anfänger

Dominique Macaire and Gerd Nicolas

Klett Verlag, 1995, 224 pp., DM 29.80, ISBN 3-12-675128-8

Wirtschaft. Themenhefte zur Landeskunde

Ursula Esser (ed.)

Max Hueber, 1995, 46 pp., DM 12.80, ISBN 3-19-001546-5. (Both available through European Schoolbooks Ltd.)

These two publications deal with German language in a business environment. Following the current trend for the introduction of specialist programmes at *ab initio* level this new coursebook meets the present need for the development of German in a specialist business situation. *Wirtschaftsdeutsch für Anfänger (Grundstufe)* is a package consisting of a coursebook, well illustrated with photos and charts, 2 cassettes, a teacher's manual and a glossary in English and French. It is aimed at those with little or no knowledge of German who need to develop language skills in a professional environment. Each of the six chapters is divided into five parts:

(a) initiation into an authentic text, followed by relevant exercises focusing attention on and providing practise for the newly introduced features of grammar and vocabulary;
(b) a dialogue containing specialist language of a very elementary nature, suitable for beginners, followed by reinforcement exercises;
(c) additional written texts with accompanying exercises;
(d) more general dialogues suitable for role play;
(e) a mixture of exercises for pronunciation and intonation, together with humorous texts and puzzles for overall reinforcement. In my opinion this section is sometimes too time-consuming for the limited results it produces but some teachers might find its entertainment qualities rewarding.

In contrast to *Working with German* or *Freut mich! German for Business* (review in *GT*, Dec. 1995, No. 12, p. 43) which both contain a series of interrelated stories in which the same characters recur, this particular coursebook is more loosely structured with self-contained chapters allowing more of a discursive approach, selection of materials to suit individual requirements and a generally more extensive range of subjects. On the other hand, it lacks the on-going development of a continuing story. The progression of grammar is introduced according to the needs of business-related situations. The passive voice is examined in chapter 3. The functions of the formal 'you' form are discussed in an early chapter whilst the informal 'you', less appropriate for professional purposes, is left for a later chapter. Useful tests occur after every second chapter to check the learning of grammar and vocabulary.

Occupying a more advanced level, Wirtschaft is a booklet aimed at students who already have 'A' level German and who wish to develop a wider and more detailed knowledge and understanding of the German business world. It is part of a series covering topics such as *Medienlandschaft or Theater und Film. Ein historischer Überblick.*

The texts in this booklet are highly informative and often complex, offering the student a strong linguistic and intellectual challenge. The frequently difficult vocabulary is clarified at the end of each text by a fuller explanation in German, covering both lexical and terminological problems. This booklet, even though brief, gives an overview of business systems in German-speaking countries, such as Switzerland, Liechtenstein and Austria. Some of the statistical charts are likely to require updating, but nevertheless are useful tools in transforming visual information into material for discussion or written evaluations of the data.

In brief, both these publications, concentrating on the acquisition of German in a business context, successfully fulfil their respective aims in a fairly stimulating manner, the former targeting the beginner, the latter the more advanced student.

PETER LEFFEK
Middlesex University

Foreign Language Learning through Immersion. Germany's Bilingual-Wing Schools

John Klapper

Mellen Studies in Education, Vol. 21, Edwin Mellen Press, 1996, xvi + 266 pp., £45, ISBN 0-7734-8915-0

As the language-medium teaching movement gains momentum in Europe, this book is both welcome and timely. It provides an excellent overview of how Germany's bilingual-using secondary schools organise the teaching of subjects such as Geography, History and Social Studies through the medium of FL usually English or French. It gives not only a clear background to the movement in Germany, but looks forward to further expansion and possible adaptation of the model in other countries.

However, the great strength of this publication is the thorough way in which key issues in the FL medium teaching debate are covered. The book is divided into three parts. Part One examines lessons learned from second language learning in immersion and bilingual contexts and gives comprehensive perspectives on theories and methodologies of second language learning in a variety of contexts. This I feel is essential reading for all those involved at any level with MFL teaching and learning, clearly drawing on examples from countries where immersion teaching is well established – such as Canada.

Part Two focuses more closely on the German context and provides an up-to-date overview of MFL teaching in German schools as well as in particular the 'bilinguale Zug.' Part Three looks at course design and methodology for FL immersion and ends with fourteen practical key points for consideration before implementing content-based language work in secondary schools.

The book considers theoretical and practical issues in an accessible way. It is informative, illustrative and will provide a sound basis for further debate in those departments where cross-curricular projects, language-medium modules or 'bilingualer Zug' are being considered. Moreover, this book is not only pertinent to language teachers, but also their colleagues from other disciplines – Geography, History, Drama, Art, Science, Technology and so on. It will certainly appear on my recommended reading list for all those involved or interested in language-medium teaching and learning.

DO COYLE
School of Education, University of Nottingham

A Dictionary of Contemporary Germany

T. Carrington-Windo and K. Kohl

Hodder & Stoughton, 1996, vii + 456 pp., £12.99, ISBN 0-340-55753-2

This is the first alphabetical reference guide of this kind for Germany. Structured along the same lines as the *Dictionary of Contemporary France* which Hodder and Stoughton published in 1994, it has over 2000 keywords giving information on contemporary Germany. The bibliography on further reading on the subject is useful. The target groups of this reference work are schools, colleges and universities and it claims to provide background information for reading newspaper or magazines.

The book was written by a much published lecturer in German Studies and a professional writer and translator on German matters, so accuracy is generally good and the authors deserve praise for accomplishing such a mammoth task. Particularly the entries on *Bundesrepublik, Deutschlandvertrag* and *Drittes Reich* are a model of precision and reflect contemporary research. The guide also includes many names and although there is always the danger of omission, it includes a fair number of people from politics, publishing, the arts, etc.

Having only two authors can, however, also work the other way round: many entries are either very superficial (most having only eight lines or less) or very specialist (e.g. Samtgemeinde, a tier of local government only found in Niedersachsen). If *Zwei-Plus-Vier-Verhandlungen* and *Zwei-Plus-Vier-Vertrag* had been treated as one entry, more space would have been available and repetitions could have been avoided. A significant number of entries could also be found in a bilingual dictionary (e.g. *Sachversicherung*). Some entries can be misleading. I very much doubt that the only *Schiffahrtsmuseum* in Germany is in Rostock or that the only *Zusammenschluß* is that of *Gemeinden* or *Gemeindeverbände*, also called *Zweckverband* but not referenced to this entry. *Gemeinde* and *Gemeinde***verband** can then be looked up separately. This seems to be a rather big loop and is only one of quite a number.

The integration of German key terms into otherwise English text makes the assumption that the reader knows the general meaning of the term in question and wants to find out more about it. I cannot immediately see how one can get around this problem without cluttering the text with translations of sometimes untranslatable items but I fear that at least sixth formers would have to be quite motivated and use a bilingual dictionary alongside to make proper use of this work. For teachers and lecturers the dictionary will surely be helpful in their day-to-day *Landeskunde* tasks.

RUTH WHITTLE
University of Birmingham

1949–1995. Fünfzig Jahre deutschsprachige Literatur in Aspekten

Gerhard P. Knapp, Gerd Labroisse and Anthonya Visser

Rodopi, Amsterdam/Atlanta, 1995, Amsterdamer Beiträge zur neueren Germanistik 38/39, Pb 702 pp, Hfl 90, ISBN 90-5183-937-5

Even in 702 pages, and with 30 distinguished contributors, no editor can cover the last fifty years of German literature in detail. Hence the limitation to aspects. But even the aspects are not the important ones, those the moderately informed reader might hope to learn more about. The burgeoning women's writing of the period, for instance, is the main subject of only three contributions: one on 'Der zweite Weltkrieg in Gedichten von Frauen aus der DDR', one on Brigitte Reimann and one on Marlen Haushofer's *Die Wand*. The themes are characteristic enough, but only those who are already familiar with the general area are ready to tackle such articles. Similarly with aspects or concepts such as 'Bewältigung der Vergangenheit', modernism/post-modernism, East German literature, thematic studies and theory (one essay contains a discursus on possible ways of writing the history of how some scholars in one place thought it possible to adopt or adapt a theory propounded by an academic in another place emphasising the reception of the literary work, which must be a world record in the arcane). As a compendium of specialist approaches to various aspects of literature, exemplifying different critical schools, this book has a certain esoteric fascination. For the aficionado of theory or the specialist in Grass or Handke or a dozen other authors, individual articles are helpful (but lack of an index prevents the finding of references to authors or concepts hidden in other essays: who would expect to find Martin Walser in a treatment of literary journalism in Switzerland?). There are plenty of trenchant insights here (Lothar Köhn on periodicity, Helmut Peitsch on war novels of the fifties, Michael Butler on the skeletons in the Swiss cupboard, Elizabeth Mittman on Brigitte Reimann, Jürgen Doll on Erich Fried, Keith Bullivant on the consequences of 1968, Wolfgang Gabler on the manufactured parallel of 1945 and 1989, and others); but there must be better ways of bringing these to the notice of colleagues than binding them together in such an unmanageable tome. And the market-gap for a usable, up-to-date, full survey of these fifty years is still open.

ALFRED D. WHITE
University of Cardiff

German Comprehensive school (about 1100 pupils who are between 10 and 19 years of age) in KREFELD (about 250.000 inhabitants) near DUESSELDORF, NORTHRHINE – WESTFALIA, would like a school partnership with a British school. If you are interested, please contact Monika Gauger at:

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Kaiserplatz 50
D - 47800 Krefeld

Tel: 0049-2151-53990
Fax: 0049-2151-539980

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German Teaching, June 1997, No 15, 38–40

News and Notes

Peter Heaney
Editor

DEUTSCHLAND

■ In 1994 there were 40 million people in the German 'working population' (i.e. 36 million in employment plus 4 million unemployed). However, the non-working population is 41.5 million (i.e. 16.9 million at school or university or in vocational training plus 15.9 million pensioners plus 8.7 million people not otherwise classified). In other words 36 million people keep 45.5 million.

■ Austria spends 9.7% GDP on health, Germany (western Länder) 8.6% and Britain 6.9% compared with the USA at 14.2% (but mainly private spending) and Turkey at 2.6%.

■ An exhibition has been organised in Berlin (January – March 1997) called "Victoria & Albert, Vicky und der Kaiser". Princess Victoria, the Queen's eldest child, known in the family as Vicky, became the wife of Frederick III and the mother of Wilhelm II. Exhibits came i.a. from Buckingham Palace, Windsor Castle and the private collections of former German royals.

■ Der Fernsehmarkt wächst und mit ihm der Ärger über zunehmende Verflachungen der Inhalte. Die Ausnahme der Regel: der europäische Kulturkanal ARTE. Seit er knapp vor vier Jahren mit der Austrahlung begann, bietet der von Deutschland und Frankreich getragene Sender ein ambitioniertes und alternatives Programm. Markenzeichen sind die Themen-abende, die an jedem Dienstag, Donnerstag und Sonntag einThema in verschiedenen Genres (Reportage, Spielfilm Diskussion, Interview) beleuchten... Einen neuen Anlauf hat ARTE jetzt mit seinem Informationsmagazin 7½" genommen. In der halbstündigen Sendung, die täglich von Montag bis Donnerstag live aus Straßburg ausgestrahlt wird, werden aktuelle Themen wie Währungsunion, Arbeitsmarkt oder Zensur im Datennetz behandelt. Das Magazin wird im wöchtentlichen Wechsel von einem französischen und einem deutschen TV-Profi präsentiert. Wesentlich ist auch bei 7½" die europäische Dimension aus deutsch-französischer Perspektive. (*Rheinsicher Merkur*) (ARTE is on Astra channel 48 and other satellites in either French or German.)

■ How many Berlins are there in the World? According to *Deutschland* (December 1996) 118, twenty-six of which are in the United States. Other countries which boast a Berlin include New Zealand, Argentine, Venezuela, El Salvador, Nicaragua, Uraguay, Dominican Republic, Ukraine, Costa Rica, Nova Scotia (Canada), South Africa – and a second one in Germany, in Schleswig-Holstein. Populations seem to vary between around 5 and 35,000. The highest is 4500 metres up in the Argentinian Andes where the Berlin (German capital) photographer, Harry Hempel, who has visited and photographed them all, found a fire hydrant, three mud huts (one falling down) and a cattle enclosure (but the residents were out).

Prizes

■ **Dr Martin Schaad**, 38, has been awarded the German Historical Institute's prize for an outstanding work of scholarship for his penetrating study of Anglo-German relations during the formative years of the European union (1955–61). Martin Schaad was born in Frankfurt am Main, studied in Scotland and is at present an assistant lecturer at the FU Berlin.

■ **David McLintock** has won the annual Tieck-Schlegel prize for the second time for the best translation of a German book into English, in fact for his translation of two books – *Caesar* by Christian Meier (publ. HarperCollins) and *Extinction* by Thomas Bernhard (publ. Quartet Books) The Tieck-Schlegel prize was instituted in 1965 by the German Embassy in London for the best translation in the UK of a 20th century 'work of literary merit and general interest'.

(*Information mainly from the German Embassy where not stated.*)

DDR-FLASHBACK

In 1980 this paragrpah was printed in *treffpunkt* in the DDR section of News and notes with reference to the introduction of the new school subject Wehrunterricht. It originally appeared in the DDR woman's magazine *Für Dich*. Is there any similarity between military education in the DDR and any discussion about extending military cadets in British schools?! "Die jungen Menschen in unserer Republik betrachten es als selbstverständlich, daß ihnen Ausbildung und ein Arbeitsplatz

gesichert sind. Das ist ihr gutes Recht. Doch ebenso selbstverständlich haben sie die Pflicht, ihren Teil für diese Sicherheit beizutragen. Denn sie ist nur dann garantiert, wenn es uns gelingt, weiterhin den Frieden zu erhalten. Deshalb ist die Lehrzeit für die Jungen auch eine Zeit der aktiven Vorbereitung auf den Ehrendienst in der Nationalen Volksarmee, den bewaffneten Organ. Außerhalb der Berufausbildung umfaßt das wehrpolitische Programm während des ersten Lehrjahres 60 Stunden, in denen die männlichen Lehrlinge eine vormilitärische Grundausbildung erhalten. Sie werden mit Grundelementen der militärischen Disziplin und Ordnung vertraut gemacht, erwerben Fertigkeiten im Schißen, in der Gelände-, Exerzier-, Sanitäts- und Schutzausbildung – vorwiegend für mot. Schützen der NVA – zur Verfügung.... Alle weiblichen Lehrlinge sowie diejenigen Jungen, die aus gesundheitlichen Gründen von der vormilitärischen Ausbildung befreit sind, nehmen an der Ausbildung im Rahmen der Zivilverteidigung teil."

ÖSTERREICH

(*Information as usual mainly from the Bundespressedienst in Vienna*)

■ **Gehgeschwindigkeit als Ausdruck der Lebensgeschwindigkeit**: Die individuelle Gehgeschwindigkeit eines Menschen ist nicht nur kultur-, geschlechts- und altersabhängig, sie spiegelt auch den sozialen Status und die psychische Verfassung wider. Das konnte Mag. Klaus Atzwanger vom Institut für Humanbiologie der Universität Wien nachweisen. Bei Beobachtungen und Befragungen in der Bundeshauptstadt habe sich gezeigt, daß sich die durchschnittliche Gehgeschwindigkeit von 1,5 Meter pro Sekunde bei Menschen in schlechter psychischer Verfassung verringert. Daß die Gehgeschwindigkeit kulturabhängig ist, hat sicher schon jeder Mitteleuropäer erlebt, der etwa nach Griechenland auf Urlaub fährt", vermerkt Atzwanger. Einen Unterschied stellen die Wissenschaftler auch zwischen den Geschlechtern fest. Männer gehen im Durchschnitt schneller als Frauen. Differenzen bei der Gehgeschwindigkeit von Personen mit verschiedenen sozioökonomischen Status konnten die Forscher allerdings nur bei Männern nachweisen. Männer mit höherem Status schreiten nach Atzwanger rascher aus. Bei Frauen sei keinerlei Unterschied in Abhängigkeit vom gesellschaftlichen Status festzustellen. (Institut für Humanbiologie der Universität Wien). (*Remember you read it in* German Teaching!)

■ The **Council of Europe** will be held in December 1998 in the Hofburg in Vienna.

■ Das "Wiedereinbürgerungsprojekt" des WWF (World Wide Fund for Nature) scheint geglückt zu sein: Nachdem der Braunbär in Österreich so gut wie verschwunden war, streifen derzeit wieder zwischen 20 und 25 Exemplare durch die heimischen Wälder. Der beste Beweis dafür, daß sich die Bären hier wohlfühlen, ist ihr Nachwuchs: Im "Bärengebiet" zwischen Nieder-österreich und der Steiermark sind heuer (1996) zwei Bärenjungen zur Welt gekommen.

■ Informationen aus Österreich sind jetzt auch im Internet über die Adresse "http://www.austria.gv.at" abrufbar.

■ *Lehrer: Opfer und Sünder* was the heading to an article in the Austrian news magazine *News* in February. "Neue Studien zeigen Vor- und Nachteile der Schulwirklichkeit auf. Nun ist noch eine heftige Debatte darüber entbrannt, ob Lehrer künftig auch von Schülern und Eltern beurteilt werden sollen."

A teacher is accused of "Mobbing" (German word!). Having divided the class into good and bad, she says to the latter: "Wenn ihr nicht ruhig seid, dann geht doch zurück in den Kindergarten." The teacher finds parents' accusations 'gemein' and an official blames the parents! In Vienna a plan has been developed by the Schulratspräsident: "Praktikanten werden von Schüler-, Lehrer-, Elternvertretern und der Direktion mit 'Berichtsbögen' – Vorbild ist die Privatwirtschaft – beurteilt. Das verheißt Arbeit: Darin werden auf neun Seiten neben Praxisbezug, Lehrstoffvermittlung und Konfliktlösungskompetenz auch Prüfungsverhalten, Umgangston und Wertschätzung für Schüler abgefragt. Verbal und anhand einer sechsteilignen Skala."

However, according to a study carried out by the OECD, 74% of those asked regarded teachers in Austria very highly, the highest figure in Europe. The Viennese Stadtschulrats-präsident is then criticised by the teachers' union. "Ich habe noch nie einen Manager eines so großen Betriebes erlebt, der so demotivierend auf seine Mitarbeiter wirkt."

The article continues with terms such as 'Qualitätskontrolle', 'populistische Medienakrobatik', 'Durchpolitisierung'. It is agreed that amongst 120,000 teachers there must be some black sheep (5% is suggested). After reference to the involvement of head teachers and Landesschulratspräsidenten in socialist and conservative teachers' associations, a Green spokesman comments that with such examples of Durchpolitisierung he has no confidence in the Viennese proposals. "Solange Lehrer- und Direktorenposten noch immer parteipolitisch vergeben werden, sehe ich in der an sich begrüßenswerten Mitsprache von Eltern und Schülern ein Alibi für eine mögliche noch stärkere Kontrolle unbequemer Lehrer. Vor allem eine noch höhere Hürde für die 7000 arbeitslosen Junglehrer."

Stefan Weber, a singer in the 'Schock-Band' "Drahdiwaberl" and an art teacher at the Bundesrealgymnasium Wien 4, is also concerned: "Die schüchtert man durch die jetzige Debatte weiter ein. Außerdem lenkt die von echten Problemen ab, wie zu großen Klassen und fehlenden Geldern." Andere Länder, andere Sitten, oder? But not a word to a certain C.W. in case he gets ideas!

SCHWEIZ

An Silvester wird tüchtig gefeiert – und gebechert! Was tun, wenn Sie auswärts sind und – blau wie ein Veilchen – nach Hause wollen? The Swiss magazine *Blick* reported (January) on 'Nez Rouge'. Nez Rouge ist eine Aktion von Freiwilligen, die fahruntüchtigen Automobilisten aus der Patsche helfen. Dabei kommen nicht nur Blaufahrer zum Zug. Jeder Automobilist, der sich aus irgendwelchen Gründen nicht mehr ans Steuer wagt, wird in seinem eigenen Wagen nach Hause gefahren. Die Dienstleistungen von Nez Rouge sind gratis – wobei ein Trinkgeld gern angenommen und vollumfänglich an eine wohltätige Organisation weitergeleitet wird. (The scheme operates via a free telephone number from Advent to New Year, from 10 p.m. to 4 a.m.!)

LIECHTENSTEIN

From the *Liechtensteiner Volksblatt* (February 1997 via Internet): Die Frage «Opposition oder Koalition?» steht diese Tage auf der Tagesordnung in den Gemeinden – Entscheidung liegt beim Partytag. Die Frage «Opposition oder Koalition?» soll innerhalb der Fortschrittlichen Bürgerpartei in Liechtenstein (FBPL) auf breiter Basis erörtert werden. In den elf FBPL-Otsgruppen finden seit gestern abend Orstgruppenversammlungen statt. Die endgültige Entscheidung nach dieser Meinungsbildung fällt am FBPL-Parteitag am 10. März. Ausgehend vom Koalitionsangebot der Vaterländischen Union (VU), erneut eine «grosse Koalition» einzugehen, befassten sich FBPL-Präsidium und FBPL-Landesvorstand mit der Frage der Regierungsbeteiligung. (Just enough perhaps to give a flavour of the political situation in the Principality.) (For information: The Liechtenstein Landtag has 25 members – VU 13 (49.2%), FBPL 10 (39.2%), Freie Liste, Grüne 2 (11.6%), election of January 31/ February 2 1997).

ITALIEN (SÜDTIROL)

It may not be generally known that there are four languages in current use in South Tyrol – German (or a Tyrolean dialect), Ladin, Italian and English (as lingua franca for tourists). Ladin is closely related to the Rhaeto-Romantsch of Graubünden in Switzerland. There are about 50,000 Ladins in Graubünden, 30,000 in the Dolomites, 10,000 in Comelico (east of the Dolomites) and about 700,000 in Friaul (around Udine). Ladin is not an Italian dialect but a language in its own right which goes back to the Vulgar Latin of the Roman soldiers and officials of the days of the Roman Empire. Ladin is taught in the schools of the Gadertal (Val Badia) and Gröden (Gherdëina) (both Province of Bozen/Bolzano) according to the following principle: Kindergarten (provision for Ladin), primary school (class 1 Ladin and German OR Ladin and Italian; class 2 half the lessons in German, half in Italian (that is the so-called parity principle) plus two lessons a week in Ladin. After that the parity principle is maintained but with no provision for Ladin. Nowadays, most – if not all – Ladin speakers also speak German (Tyrolean) as well as Italian.

MISCELLANEOUS

It has been suggested that the Internet addresses published in the last issue were useful. It has been decided, therefore, to include this time a spotlight on the media – plus one or two others for good measure! Unless stated otherwise, every address begins with **http://www.** and to save space this is omitted in this list. Please note: an address ending in **de** is in Germany, **at** = Austria, **ch** = Switzerland, **li** = Liechtenstein and **is** = Iceland (!).

TV and radio stations

wdr.de (Westdeutscher Rundfunk)
rtl.de (RTL Programm 1)
zdf.de (Zweites Deutsches Fernsehen)
rtl2.de (RTL2)
3sat.com (ZDF/ARD/ORF/SRG satellite programme)
sdv.fr/arte/index.html (the Franco-German TV channel: choose German/French)
ard.de (first TV channel)
mdr.de (Mitteldeutscher Rundfunk)
br-online.de (Bayrischer Rundfunk)
telecom.at/orf (Austrian radio/TV)
swf.de (Südwestfunk)
sfb-berlin.de (Sender Freies Berlin)
swf3.de (the popular pop radio channel)
sdr.de (Süddeutscher Rundfunk)
antenne1.de (a private radio station, and there are plenty more!)
dwelle.de (Detusche Welle radio/TV)
srg-ssr.ch (Swiss radio)
pro-sieben.de
rsw.it (South Tyrolean radio station)
basilisk.ch (a private radio station in Basel
tagesschau.de and **tagesthemen.de** (the two main news programmes on ARD)

Newspapers, magazines

zis.de (Zeitung in der Schule)
focus.de
zeit.de
bild.de
spiegel.de
zitty.de (Berlin)
tagesspiegel.de
welt.de
faz.de (Frankfurter Allgemeine)
derstandard.co.at
stern.de
news.at (Austrian news magazine)
//jengate.thur.de/eule.html (satirical magazine Eulenspiegel)
jungewelt.de (the former newspaper of the Freien Deutschen Jugend, FDJ, in the DDR)
styria.co.at/kleine (Die kleine Zeitung, Austria)
access.ch/nzz (Neue Zürcher Zeitung)
//www-dw.gmd.de/sz (Süddeutsche Zeitung)

Und zu guter Letzt ...

Three German search machines: **top.de, jahoo.de** & **web.de**
IdS-Mannheim.de/pub/rechtschreibung.html (for details of the new spelling reforms)
presse.de (to research German newspapers and magazines)
//Kultur-online.com (für die gesamte Palette deutscher Kulturereignisse)
lol.li (Liechtenstein online)
bier.de
berlin.de (Berlin online)
goethe.de (Goethe-Institut)
saga.is/~jon/ddr (Witze aus der DDR)

Tip for teachers

Teachers occasionally use videos made off satellite of German news broadcasts with their sixth forms. Tip: Make a video recording of **Tagesschau** or **Tagesthemen** (on ARD, Astra channel 19, at 20.00 and 22.30 respectively German time) then download the news from **http://www.tagesschau.de** or **tagesthemen.de**. This must be done after the news broadcast has taken place! Then you have got your handout to go with the video!

BELGIEN

As a reminder that there is an area in Belgium where German is still spoken (and since we have made reference here to most other German-speaking areas of western Europe), apparently the only German-language newspaper published in Belgium is the *Grenz-Echo*. It can be called up on the Internet.
http://www.euregio.net/grenzecho/index.html.

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(c) Reviews usually of about 300 to 400 words (but longer reviews or review articles may also be accepted). Please send your contributions direct to the Reviews Editor.

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Give full references for all sources quoted, using the Harvard system. In the text the author's name, year of publication and page number where relevant should be quoted in brackets, e.g.: (Jones,1993, 27).

Please send three copies of the article and keep another for yourself.

Clean copy and articles supplied with IBM or Macintosh compatible disc (MS Word preferred) are of great assistance in reducing printing costs. Graphs, pie charts and other diagrams should be supplied as camera ready, hard copy. If prepared on a computer, graphics files on disk are also of use, presented as TIF or postscript files.

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GERMAN TEACHING

June 1997 No. 15

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150 Railway Terrace, Rugby CV21 3HN. Tel: 01788 546443 Fax: 01788 544149

GERMAN TEACHING JUNE 1997 No 15

ASSOCIATION for
LANGUAGE
LEARNING

GERMAN TEACHING

The German Journal of the Association for Language Learning

Buyer beware – evaluating MFL materials

Changes and exchanges

Classroom resource materials

DECEMBER 1997
No 16

FL026186

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German Teaching is published twice a year, in March and September. It is supplied free to those who choose it as one of their two specialist language journals in addition to *Language Learning Journal*, and is available on subscription to libraries and individuals. For subscription details, see ALL address below.

Other journals published by the Association for Language Learning

Language Learning Journal, Francophonie, Vida Hispànica, Rusistika, Tuttitalia, Dutch Crossing (published by the Centre for Low Countries Studies), Language World Quarterly Newsletter.

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All enquiries should be addressed to the Advertising Manager at the address below.

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Association for Language Learning, 150 Railway Terrace, Rugby CV21 3HN.
Telephone: 01788 546443. Fax: 01788 544149. Email: LANGLEARN@aol.com

Registered Charity No. 1001826

ASSOCIATION for
LANGUAGE
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German Teaching

December 1997 · No. 16

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Published by
Association for Language Learning

Design and Typesetting
Troubador Publishing Ltd
PO Box 31, Market Harborough
Leics LE16 9RQ

Printed by
Stephen Austin & Sons Ltd
Caxton Hill, Hertford, Herts SG13 7LU

ISSN 0953 4822

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FREE CLASSROOM RESOURCE MATERIALS

One of the reasons for changing over to an A4 format is to permit the inclusion in the journals of materials that can be used immediately for teaching purposes.

We have included some sample pages from the ALL Classroom Resource series (available also in French, Italian and Spanish).

For future issues, readers are invited to send in pages of resource material (any level, any sector) which they are willing to share with colleagues. They must be in A4 format, typed / word processed, and free of any copyright restrictions (this includes graphics).

German Teaching, December 1997, No 16, 2–4

Buyer beware – evaluating MFL materials

Ann Barnes
University of Warwick

> **"Any resource must be looked at not just from the point of view of how the teacher may use them, but also from the point of view of the learner"**

Whenever there is a Modern Foreign Languages exhibition or conference, the number of new resources and textbooks on display is staggering. Additionally, there are those which have been around for a while and have proved their popularity and suitability. For a department on a (frequently very small) budget, any purchases must, of course, be considered very carefully. The availability of inspection copies is a great advantage in this regard, but all too often it is a question of having to make a decision within a very short period of time. A misguided purchase wastes valuable money and will either be consigned to the back of the stock room or, perhaps worse, used with pupils for lack of any alternative. Any resource must be looked at not just from the point of view of how the teacher may use them, but also from the point of view of the learner, and an evaluation must take many factors into consideration. It is obvious that no single text book can offer all the material and resources needed – teachers will always have to supplement them with their own materials, but with the abundance of good quality published texts, worksheets, assessments, guides and other resources, a busy department needs to choose what is most suitable for them from the excellent work available.

There is no magical solution to buying the most appropriate materials which will both motivate and develop your pupils, but what follows is a checklist you could refer to. It is primarily aimed at course books, although most of the questions could be used with any type of resource. Most of the questions do not target any specific course requirements and do not presume that one particular teaching approach is preferable – they are merely questions which should aid buying decisions. There will, of course, be categories and questions to be added to the list.

GENERAL

- Does the resource seem stuck in a timewarp? Will it date quickly? Does it put a lot of emphasis on very current issues?
- How are equal opportunities addressed, if at all?
- Does it offer a structured build-up? In a series, is the last book as good as the first?

LEVEL

- Is it designed for learners with no previous knowledge? If so, does it actually take this into account?
- What is the target age group/year group? Is it age appropriate?
- If it is for KS4 or A level, is there any examination practice and preparation?

METHODOLOGY & CONTENT

- Is there a wide variety of activity? Is it too 'bitty'?
- Are the tasks inauthentic, e.g. do they involve grammatical/lexical/spelling inaccuracies to 'correct'?
- Are there any extras – games/puzzles/crosswords? If so, are they any good? How much would they take from your photocopying budget?
- How is language introduced/reinforced/explained?
- Is the language mainly transactional/personal/creative?
- Does it encourage active/creative learning?
- Are exercises imaginative or just gimmicky?
- Does it offer multi-skill activities?

- Is there any (or enough) extended reading – picture stories/cartoons/articles?
- Does it incorporate pair work/group work/individual projects?
- Do the accompanying cassettes have a variety – dialogues/ interviews/reports etc.?
- What grammar is included and how? Is there a specific section or is it integrated into the units or both? How is terminology used?

LAYOUT

- What are the illustrations like?
- Is it exciting/clear/too 'busy'?
- What is the use of colour like?
- Is there any colour coding? Does it work?
- Is it motivating? Is there any use of humour? If so, would *your* pupils appreciate it?
- What use of authentic materials is made?
- Are the chapters/units boring or predictable?
- Are the units in manageable enough chunks for your pupils?
- Does each chapter follow an identical sequence? Is that an advantage?
- Is it carefully paced or does it accelerate too quickly?

TARGET LANGUAGE

- What appears to be the policy on target language?
- If any English is used, how? Is it used intrusively/confusingly?
- Does the resource promote communication in the target language in general and use of the target language by learners in particular?
- Does it enable pupils to acquire new *knowledge* through the target language, or is it language for its own sake?
- Is there a glossary of instructions/rubrics? Where is this situated?

ASSESSMENT

- What sort (if any) is built in?
- Is there any form of self-assessment/checklist?
- Are there student record sheets/cards?
- Are there clear, manageable goals made apparent from the start?
- Is assessment formative/summative/cumulative?
- Is it clear how assessment is to be carried out?
- Does the assessment link clearly with the language learnt or does 'extra' language occur in tests?

INDEPENDENCE

- How much of the resource can be used independently/flexibly?
- How pupil based/teacher centred is it?
- How does it help develop pupils' learning/language learning skills?
- Does it highlight aspects of the language learning process? How?
- Can the cassettes be copied for individual use?

DIFFERENTIATION

- What type (if any) is incorporated?
- Is it non-discriminatory/sensitive?
- Is it differentiation by teacher or by labelling tasks and students?
- Is there material for all abilities? Do you need that for your pupils?
- Are there many open-ended tasks?
- Are there any 'learning by doing' activities? (colouring/ sticking etc.)

HELP FOR TEACHERS

- Are there any photocopiable resources? How good are they?
- Is there a clear introduction? Is it obvious how all the elements of the course work together?
- Is there a Teacher's Book or File? If so, is it useful/patronising/complicated/cumbersome/sparse?
- Is there a National Curriculum planning grid or guide for PoS/Levels? Is it accurate?
- Are there accurate, clear transcripts of the cassettes?
- Are there any overhead transparencies?
- What are the flashcards like? (clear/in colour/ for all ages and abilities/ durable/double-sided?)
- Are there any suggestions for IT applications/activities?
- Is there any included or additional software?
- Are there any accompanying videos?

NATIONAL CURRICULUM

- Does it cover all four Attainment Targets equally?
- Are there any cross curricular themes?
- What does it communicate of the culture/life of the target culture?
- Which Areas of Experience are covered?
- Does it also include, for example, Switzerland?

ULTIMATELY....

- Are there any special offers?
- Do the publishers provide details of schools already using it?
- Will someone come and present the course to you?
- Is there sample material available for you to 'practise' with on your pupils?
- Can you envisage using it in class?
- How does it compare with the advertising material?
- Is it user friendly?
- Does it tempt graffiti?
- Is it value for money?

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German Teaching, December 1997, No 16, 5–9

Erstellung und Einsatz von Do-it-yourself Multimedia im Deutschunterricht

Erwin Thiem
De Montfort University, Leicester

Dieser Artikel basiert auf einem Referat, das vor kurzem im Laufe eines vom Goethe-Institut veranstalteten Fortbildungsseminars mit dem Titel 'Computer im Sprachunterricht' im Eurozentrum in Köln gehalten wurde. Sei es im muttersprachlichen oder fremd-sprachlichen Unterricht, tun sich immer noch viele Lehrende schwer, das neue Medium 'Computer' sinnvoll für Lern- und Lehrzwecke zu nutzen. Man hört, Sprache sei zu sprechen und zu hören, die Sprechsituation, die so wichtig für Verstehens-prozesse sei, dürfe nicht ausgeschlossen werden. Und all das könne doch vom Computer nicht geleistet werden.

Dem ist entgegenzuhalten, daß es schon lange möglich ist, Gehörtes und Gesehenes mit Hilfe des Audio- und Videorecorders, die längst zum Alltag des Sprachenlernens gehören, im Sprachunterricht zu nutzen. Ton und Filmberichte lockern den Unterricht auf und verdeutlichen Lerninhalte akustisch und optisch. Heute kommt auch noch der Multimedia-Computer dazu, der jetzt eine Plattform bietet, auf der Filme, Fotos und Texte leicht zugänglich sind.

MULTIMEDIALE LERNEINHEITEN

Im tertiären Sektor in Großbritannien gibt es heutzutage an vielen Universitäten Zugang zu Sprachkursen für alle Studierende. An der De Montfort Universität wird Deutsch als Fremdsprache nicht nur als allgemeines mehrstufiges Programm mit modularem Aufbau angeboten, vom Anfänger aufwärts, sondern es werden auch selbständige Deutschkurse angeboten, wo der Student über den deutschen Grundwortschatz hinaus auch ausgewähltes Fachvokabular beherrschen soll, z.B. in den Bereichen Betriebswirtschaft, Verwaltung, Volkswirtschaft und Rechtswesen. Zu diesem Zweck können computer-gestützte multimediale Lerneinheiten sinnvoll als Wortschatz- und Grammatiktrainer eingesetzt werden, wobei eine deutliche Verlagerung vom Unterrichten zum selbständigen Lernen spürbar wird. Oft sind Unterrichtende überrascht, daß die erwarteten sprachlichen Grundlagen auch bei Fortgeschrittenen gar nicht vorhanden sind, gerade in bezug auf Satz- und Wortlehre. Der Computer ermöglicht einen neuen Zugang zum Verständnis der deutschen Grammatik und des deutschen Wortschatzes.

Handelsübliche computergestützte deutsche Vokabelprogramme arbeiten in der Regel mit einer kontrastiven Gegenüberstellung der Vokabeln, wobei der Lerner für eine deutsche Vokabel das fremdprachliche Wort eingibt, oder umgekehrt. Hierbei werden aber nicht die Kollationen berücksichtigt, also die Bedeutungszusammenhänge, in denen eine Vokabel oder Struktur angewendet wird, so daß es vorkommen kann, daß der Lernende sich einen falschen Bedeutungszusammenhang einprägt. Gelingt es aber, eine Vokabel oder eine Struktur in einen multimedialen Bedeutungszusammenhang zu stellen, wie er in der deutschen Sprache natürlich oder möglich ist, dann werden auch die peripheren Bedeutungen berücksichtigt und dem Lernenden deutlich.

DIDAKTISCHE PRINZIPIEN

Autorenprogramme können zur Erstellung von multimedialen Lerneinheiten benutzt werden, die Nachteile der handelsüblichen Wortschatztrainer vermeiden und dabei helfen, den Wortschatz im zielsprachigen Kontext zu sichern und zu erweitern. Das sinnvolle Nutzen und Einbeziehen von Multimedia muß konzeptionell beherrscht werden und in der spezifischen Situation anwendbar sein. Der Lernende steht im Mittelpunkt, und die üblichen pädagogischen Grundsätze erfahren auch hier die entsprechende Umsetzung und Anwendung. Bewußtes Schauen und Verstehen der Botschaft eines Bildes, die Fähigkeit zur Analyse eines Films müssen geübt und gelernt werden.

> **"Das sinnvolle Nutzen und Einbeziehen von Multimedia muß konzeptionell beherrscht werden und in der spezifischen Situation anwendbar sein"**

PÄDAGOGISCHE PRINZIPIEN

Beim Lehren und Lernen einer Fremdsprache kann die Muttersprache ein Hilfsmittel sein und zur Absicherung der Bedeutung einer Vokabel oder Struktur besonders in der Fachsprache herangezogen werden. Im Unterricht wird Wortschatzarbeit in der Regel nicht auf dem Weg über die Einzelübersetzung geleistet, sondern über Aufgabenstellungen wie umschreiben, ersetzen, das Gegenteil finden, einen Satz bilden, eine grammatische Struktur einbinden, Verb oder Substantiv nennen, ein Beispiel geben, usw.

Um eine Vokabel oder Struktur in das Langzeitgedächtnis zu überführen und in der Kommunikation schließlich verfügbar zu haben, ist eine mehrfache Wiederholung in realistischen Zusammenhängen erforderlich. Der Lernende, der mit der traditionellen 'Vokabelheftmethode' arbeitet, notiert sich die im Unterricht erarbeiteten Vokabeln in seinem Heft. Damit ist die Reihenfolge der zu lernenden Vokabeln festgeschrieben und kann nicht variiert werden. Beim Lernen prägt sich häufig eher die Position und Reihenfolge der Vokabel ein als ihr Sinngehalt.

Die dargestellte Lerneinheit benutzt eine Methode, die eine wiederholte Darstellung der Vokabel in einer gewissen oder unterschiedlichen Reihenfolge ermöglicht und die 'word power' der Lernenden durch das Stellen von verschiedenen Aufgaben erweitert. Zum Einsatz eines multimedialen Sprachlernsystems unter einer Oberfläche gehören die wichtigsten Techniken, die ein Multimediasystem charakterisieren: Audio (digitalisierte oder synthetisierte Sprache), Video (Animation von Realbildern oder Filme), Text und Graphik (Bedienerführung).

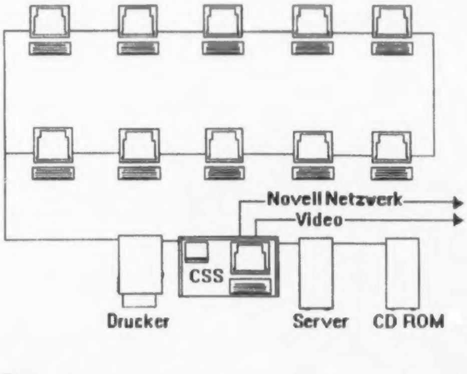
Grundsätzlich besteht ein qualitativer Unterschied zwischen optischer und durch Text aufgenommener Information. Es ist sehr viel aufwendiger, Informationen ausschließlich durch Text zu vermitteln. Eine Beschreibung bleibt trotz größter Anstrengung ungenauer als ein Blick auf ein Bild. Optische Informationen sind präziser und meist praxisbezogener als vermitteltes Wissen aus rein schriftlicher Darstellung. Multimediale Systeme können so erweitert werden, daß nicht nur Informationen vermittelt und aufgespürt werden, sondern daß gleichzeitig die Möglichkeit besteht, den Lernenden zu prüfen und dadurch die Lerngeschwindigkeit und das Anforderungsniveau zu regeln.

DAS MULTIMEDIALE VERFAHREN

Es ist ein großer Vorteil, wenn eine Mediothek zur Verfügung steht. Hier können Studenten an einem multimedialen Lernplatz integrierte Audio-, Video- und Computerarbeit leisten. Eine Lerneinheit besteht aus verschiedenen Multimedia-Aufgaben in der Mediothek. In einer früheren Version wurden die verschiedenen Technologien separat oder kombiniert angewendet. Konkret bedeutet das, daß ein Tonfilm, der meistens die Basis für eine Unterrichtseinheit darstellt, in der Form eines Videoclips auf einem Videorecorder, die Audio-Kassette auf einem Kassettenspieler vorgespielt wurden und die CALL-Aufgaben von einer Diskette oder von der Festplatte eines Computers abgerufen wurden. In der Multimedia-Version wird alles vom Computer gesteuert. Digitalisierungs-Software für Video und Audio und der Einsatz ausgewählter Autorenprogramme ermöglichen die Erstellung eines interaktiven Lernsystems, wo Graphiken, Fotos, Ton- und Videoaufnahmen leicht eingefügt werden können.

In der Mediothek in der Sprachabteilung der De Montfort Universität in Leicester sieht es so aus: es gibt 30 Lernplätze, die alle mit Kassettenrecordern ausgerüstet sind, wie in einem herkömmlichen Sprachlabor. 20 davon sind zusätzlich multimedial eingerichtet, d.h. mit Video und PC (jeder mit einer Festplatte, *Windows* und dem Textverarbeitungsprogramm *Word for Windows 6.0*). Weil alles vernetzt ist, kann man Audio-, Video- und CALL-Programme vom Steuerpult an alle multimediale Lernplätze leiten. Das Steuerungssystem heißt Computer Supervisory System (CSS), also ein vom Computer gesteuertes Beaufsichtigungs- und Kontrollsystem. Bei der Computerarbeit kann der Lehrende vom Steuerpult mit diesem System nicht nur verschiedene CALL-Programme vom Server an alle am Netzwerk angeschlossene Lernplätze leiten, sondern er kann auch an seinem Monitor individuelle Studenten bei der Arbeit am Computer beobachten und kann sogar, sollte es nötig sein, die Kontrolle von individuellen Computern über-nehmen. Es ist auch sehr nützlich, wenn er die Benutzung eines Programms demonstrieren will, denn was auf seinem Bildschirm erscheint, kann er auch auf den Bildschirmen der Studenten erscheinen lassen.

Ganz am Anfang der Unterrichtseinheit werden die Studenten mit der Technik und der Arbeitsweise vertraut gemacht. Man erklärt ihnen, daß die Mediothek mit Audio-, Videoanlage und Computern ausgestattet ist und daß man auf 'Vorsprung durch Technik' im Sprachunterricht hofft! Es wird den Studenten klargemacht, daß sie hier ihre Deutschkenntnisse interaktiv durch Ton, Bild, Software und Textverarbeiter üben können. Sie bekommen auch ein Arbeitsheft, das die Lernmaterialien darstellt und die Arbeitsweise deutlich macht.



SEHEN UND VERSTEHEN

Bevor Studenten einen Videofilm zum ersten Mal in der Gruppe ansehen, dient eine Diskussion zum Thema als Einführung, um ein Globalverständnis der Lernsituation herzustellen und um die Lernenden mit relevanten Schlüsselbegriffen bekanntzumachen. Ein Assoziogramm kann dabei helfen. Ein kurzer Videofilm (2–3 Minuten) wird dann vorgespielt. Zur Verständnisübung stellt man nach der ersten Besichtigung einige allgemeine Beobachtungsfragen, wie z.B.: Welche Personen kommen im Film vor? An welchen Schauplätzen spielt der Film?

Man spielt den Film dann zum zweiten Mal durch. Die Pausetaste wird benutzt, um spezifische Fragen zu einem bestimmten Ausschnitt zu stellen. Danach haben die Lernenden die Gelegenheit, die digitalisierte Version des Videofilms auf individueller Basis an ihren Lernplätzen wieder anzuschauen. Zur Vertiefung gibt es dann eine Reihe interaktiver multimedialer Aufgaben und ergänzender Übungen.

HÖREN UND SPRECHEN

Die Lernenden hören jetzt nur eine Tonaufnahme des Videos. In der ersten Phase drücken sie die Spieltaste und hören zu, ohne zu wiederholen. In der zweiten Phase hören sie die Tonaufnahme mit eingebauten Pausen. Sie drücken die Aufnahmetaste und wiederholen in den Pausen. Sie spulen die Kassette zurück und hören dem Originalton sowie auch ihrer Wiederholung gut zu. Wenn sie mit ihrer Aussprache nicht zufrieden sind, können sie zu jeder Zeit eine neue Aufnahme machen. Wenn der Lehrer dabei ist, kann er die Lernenden am Steuerpult abhören. Es ist seine Aufgabe, ihnen mit Hörverständnis und Aussprache zu helfen.

HÖREN UND SCHREIBEN

Als Konsolidierung führt man nun die folgende Multimedia-Übung am Computer aus: Mit der Maus oder mit einer Pfeiltaste wählt man am Bildschirm vom Menü den angegebenen Lückentext und spult die Audio-Kassette zum Anfang zurück oder ruft die digitalisierte Version der Tonaufnahme von der Festplatte ab. Man hört dann der Tonbandaufnahme wieder zu und vervollständigt den Lückentext am Bildschirm.

PRÜFEN UND ÜBEN

Die Computerprogramme sind benutzerfreundlich und erfordern nur wenige Vorkenntnisse im Umgang mit Computern. Sie prüfen und testen den Wortschatz, den man eben gelernt hat, in verschiedenen Übungsformen. Dadurch werden sowohl neue Lerninhalte vermittelt und eingeübt, als auch Kenntnisse abgefragt und geprüft. Die Lernenden treten in einen interaktiven Dialog mit dem Computer, der die Aufgaben stellt, geduldig auf die Antwort wartet und sie sofort über Erfolg und Mißerfolg informiert. In einigen Programmen werden die Lernenden auch schrittweise zur richtigen Antwort hingeführt. Der Computer ermöglicht so individualisiertes Lernen im Selbststudium auf dem gewünschten Niveau.

EIN MULTIMEDIALES AUTORENPROGRAMM

Das CALL-Menü besteht aus einer Reihe von Wortschatz- und Strukturübungsprogrammen, die mit Hilfe des Autorenprogramms *Question Mark*[1] erstellt wurden. Die DOS-Version heißt *Question Mark Professional*, die Windows-Version heißt *Question Mark Designer*. Die Software ist nicht CALL-spezifisch, sondern es ist ein leistungsfähiges, sogenanntes 'offenes' Autorenprogramm. Es eignet sich sehr gut dazu, um multimediale Übungen, Einstufungstests, Prüfungen und Vorstellungen zu verfassen. In der Windows-Version gibt es auch die Möglichkeit, 'libraries' anzufertigen: diese Dateien enthalten Fragen, die in anderen Tests abgerufen werden, jedoch nicht als selbständige Tests gemacht werden können. Mit dem Programm *QM Web* können sogar Umfragen und Fernunterricht-Lerneinheiten für das World Wide Web erstellt werden.

Für welches Fach es auch gebraucht wird, bleibt das Prinzip immer das gleiche: das Lehrerprogramm wird benutzt, um eine Reihe von Fragen in verschiedenen Testformen zu erstellen, dann werden den Lernenden diese Tests im Studentenprogramm präsentiert. Innerhalb eines einzelnen Tests kann die Fragentypologie ganz unterschiedlich oder auch immer nur die gleiche sein. Ein Test kann mit einem anderen Test verbunden werden, z.B. kann ein Test so programmiert werden, daß der Lernende nur zum nächsten Test weiterkommt, wenn er ein gewisses Punktziel erreicht. Die Antworten der Lernenden können in einer Antwortdatei gespeichert und später vom Lehrer abgerufen und bewertet werden. Es kann sogar eine Analyse der Ergebnisse für eine ganze Gruppe unternommen und ausgedruckt werden.

In der Windows-Version ist die Typologie der Fragen wie folgt:

1. In der Erklärungsform erscheinen auf dem Bildschirm Informationen in der Form von Text mit oder ohne Graphiken, Ton und Video. Der Benutzer klickt mit der Maus auf einen Knopf, um zum nächsten Informationsbildschirm zu gelangen. Mit der Erklärungsform kann man dem Benutzer auch Anweisungen geben. Es gibt also keine richtige Fragestellung, sondern eher Erläuterungsmöglichkeiten.
2. Mit der Mehrfach-Auswahlfrage kann inhalt-

liches und sprachliches Verstehen abgefragt werden. Durch besonders ausgearbeitete Mehrfach-Auswahlfragen kann durch Vergleiche das Inhaltsverstehen weiterentwickelt werden. In dieser Form wird nur *eine* richtige Antwort gewählt. Man kann die Fragen auch als Richtig/Falsch oder Ja/Nein Antworten anbieten, mit Auswahlmöglichkeiten von 2 bis 40.

3. Die Drückknopffrage ist eine graphische Variante der Mehrfach-Auswahlfrage. Jeder Knopf auf dem Bildschirm repräsentiert eine mögliche Antwort. Sobald man einen Knopf wählt, wird dies als die Antwort registriert. Dieser Fragentyp ist besonders nützlich für die Erstellung von Menüs oder für eine Batterie von Fragen, die schnell hintereinander beantwortet werden sollen.
4. In einer 'Hot Spot'-Frage bewegt der Benutzer den Cursor und zeigt damit auf eine bestimmte Stelle auf dem Bildschirm (also eine Art 'Touch Screen'), z.B. der Benutzer soll vielleicht auf einer Landkarte zeigen, wo Österreich in Europa liegt.
5. In der Frageform Textzuordnung tippt der Benutzer kurze Textantworten, z.B. ein einzelnes Wort in einem Lückentext, oder eine ganze Zeile.
6. Bei dem Fragetyp Mehrfach-Auswahlantworten können mehrere Antworten richtig sein.
7. Bei einer numerischen Frage wird eine als Zahl geschriebene Antwort erwartet.

PROGRAMMABLAUF

Der Programmablauf wird durch die Drückknöpfe gesteuert, die auf dem Bildschirm erscheinen. Zur Steuerung benutzt man die Maus. Den Lernenden wird in einer Maske am unteren Bildschirmrand gezeigt, mit welcher Taste sie sich notwendige Hilfen holen oder das Programm steuern können. Mit der Autorensoftware kann man das Lernprogramm so gestalten, daß es möglich ist, Teile eines Tests zu wiederholen, zu überschlagen, abzubrechen, zu verlassen, später wieder aufzugreifen oder das Programm ganz zu verlassen. Zur Gestaltung des Bildschirms kann der Lehrer die Farbe des Hintergrunds wählen, sowie auch die Größe und den Stil der Buchstaben im Text. Der Text, den man mit oder ohne Rahmen darstellen kann, ist auf eine bestimmte Zeilenzahl begrenzt.

Die Antworten der Lernenden können in einer Antwortdatei gespeichert und später vom Lehrer abgerufen und bewertet werden. Es kann sogar eine Analyse der Ergebnisse für eine ganze Gruppe unternommen und ausgedruckt werden.

"Auch freies Schreiben kann mit einer Textverarbeitungsanlage gefördert werden"

TEXTREKONSTRUKTIONSÜBUNGEN

Zusätzlich ermöglicht *Question Mark* eine Verknüpfung mit anderer Software, z.B. mit einem bewährten Autorenprogramm wie *Spiel mit Texten*[2] (*Fun with Texts*), das dem Lehrer die Erstellung und das Speichern von einer Reihe kurzer Texte zum jeweiligen Thema erlaubt, die dann von den Lernenden als Ausgangspunkt für eine Vielzahl von Textrekonstruktionsübungen genutzt werden können.

Spiel mit Texten besteht aus 3 Arten von Programmen. Im 'Lehrermenü' befinden sich die Lehrerprogramme 'Text edieren', womit der Lehrer, bzw. der Lernende neue Texte erstellen oder bestehende Texte edieren kann, und 'Konkordanz', das dem Lehrer, bzw. dem Lernenden erlaubt, eine Reihe von Texten nach einem Wort, einem Wortteil oder einer Zeichenkette im Kontext zu suchen. Im 'Wortmenü' gibt es die Studentenprogramme, die mit Wörtern arbeiten. Das sind die Programme 'Lückentext', 'Copywrite (leicht)', 'Copywrite (schwer)', 'Nächstes'. Im 'Spielmenü' gibt es die Rätsel- und Textspielprogramme 'Rätsel', 'Mixer', 'Textsalat'. Außerdem kann der Lehrer das Layout und ein Paßwort durch das Setup Menü festlegen. Mit Ausnahme der 'Rätsel'-Bildschirme können alle Texte gedruckt werden, indem man gleichzeitig eine bestimmte Tastenkombination drückt.

Der Ausdruck von Bildschirminhalten ermöglicht weitergehende Aufgabenstellungen, z.B. Hausaufgaben und Vorbereitung von Folgestunden mit nicht ganz fertiggestellten Texten. Immer dann, wenn intensive Textarbeit mit einem bestimmeten Lehrbuch oder mit bestimmten Arbeitsblättern geleistet werden soll, kann auch ein Textrekonstruktionsprogramm eingesetzt werden.

TEXTVERARBEITUNGSÜBUNGEN

Als Konsolidierung der Lerneinheit benutzen Studenten ein Textverarbeitungsprogramm, z.B. *Word for Windows 6.0* dessen Kommandos sie schon kennen, um einige vom Lehrer angefertigte Textspiele und Textumformulierungen zu unternehmen. Solche Übungen können als normale Textdateien erstellt werden. Das Textverarbeitungsmenü besteht aus Übungen wie Einfügung von fehlender Interpunktion, fehlenden Zwischenräumen, bestimmten und unbestimmten Artikeln und Infinitiven, Ergänzung von Verb- und Adjektivendungen, Satzordnung, usw. Die bearbeiteten Texte werden zur Bewertung aus-gedruckt.

Zusätzlich kann der Lehrer innerhalb des Textverarbeitungsprogramms Makroprozeduren (kurz: Makros) erstellen, die dann beliebig oft wieder ausgeführt und auf beliebige Texte zum behandelten Thema angewendet werden können. Zur Erstellung von einer Reihe von Arbeitsblättern kann eine angefertigte und gespeicherte Makroprozedur sehr nutzbringend sein. Möglich sind: Lückentexte (Cloze, Anfangsbuchstaben, Wortanfänge, bestimmte Buchstaben, Wortenden, letzter Buchstabe im Wort), Verwürfelungen des Textes aller Art (vertauschte Sätze, Zeilen, Abschnitte, Satzsegmente).

Auch freies Schreiben kann mit einer Textverarbeitungsanlage gefördert werden. Die Lernenden sollen beweisen, daß sie mit dem Vokabular und den grammatischen Sprachbildungen, die sie multimedial geübt haben, schöpferisch umgehen können, indem sie deutsche Texte in verschiedenen Ausdrucksformen verfassen. Mit dem Textverarbeitungsprogramm werden die Texte am Bildschirm hergestellt, und die ausgedruckte Arbeit wird dem Lehrer zum angegebenen Termin eingereicht.

Im Bereich Betriebswirtschaft werden zum Thema Einzelhandel folgende im Studentenarbeitsheft angegebene Aufgaben geleistet:

"Die Situation: Sie arbeiten für eine Agentur, die beauftragt ist, sich mit verschiedenen Werbe- und Marktforschungsaufgaben für das im Videobericht vorkommende Unternehmen zu befassen.

Aufgabe 1: Der bisherige Werbeslogan der Firma lautet 'Im Dienste der Hausfrau'. Sie sollen einen neuen Slogan erfinden, den man an den Wagenflanken der mobilen Läden, an Verkaufstüten und Einkaufstaschen sehen wird.

Aufgabe 2: Schreiben Sie eine halbseitige Anzeige für die Firma, die in einer Regionalzeitung erscheinen wird. Dabei können Sie den neuen Slogan sowie auch Grafiken benutzen, z.B. ein Firmenzeichen.

Aufgabe 3: Schreiben Sie einen Brief an die Stammkunden, indem Sie ihnen für ihre bisherige Kundschaft danken. Geben Sie Gründe an, warum sie weiter als Kunden in den mobilen Läden der Firma einkaufen sollten. Richten Sie den Brief, der die Unterschrift des Geschäftsführers tragen wird, an eine bestimmte Zielgruppe.

Aufgabe 4: Schreiben Sie einen kurzen Bericht über die Gründung und die Weiterentwicklung der Firma aus kleinsten Anfangen. Beschreiben Sie was für Waren man verkauft, Absatzmarkt und -gebiet, und geben Sie eine wirtschaftliche Zukunftsprognose. Vielleicht wird es Ihnen dabei helfen, den Videofilm noch einmal anzuschauen.

Ihre schriftliche Arbeit wird von Ihrem Tutor korrigiert und bewertet. Es folgt dann eine Fehleranalyse, die individuell oder in der Gruppe unternommen wird. Danach können Sie den Textverarbeiter wieder benutzen, um Fehler zu verbessern. Die verbesserten Versionen können Sie dann zu Ihren Akten legen. Wenn es in individuellen Fällen nötig ist, werden entweder weitere schriftliche oder computergestützte Förderaufgaben empfohlen."

Als Alternative zu individueller Computerarbeit teilen sich die Studenten in Arbeitsgruppen auf. In diesem Fall handelt es sich darum, die oben erwähnten Aufgaben im Team zu erstellen. Die Studenten können verschiedene Aspekte der Arbeit wählen und dann als gemeinsam geleistete Aufgabe darstellen.

ANMERKUNGEN

1. *Question Mark Professional*, *Question Mark Designer* und *QM Web* erhältlich von Question Mark Computing Ltd., 5th Floor, Hill House, Highgate Hill, London NI 9 5NA.
2. *Spiel mit Texten* (*Fun with Texts*) erhältlich von Camsoft Educational Software Specialists, 10 Wheatfield Close, Maidenhead, Berks SL6 3PS.

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German Teaching, December 1997, No 16, 10–14

Aktuelle Themen – ein Modell zur Diskussion

Ian Kemble and Bettina Kumpfert
University of Portsmouth

Landeskundliche Inhalte werden nicht nur direkt über den Landeskundeunterricht, sondern auch über die Sprache und somit über den Fremdsprachenunterricht vermittelt. Vergleicht man Deutschlehrbücher der vergangenen Jahre mit neueren Ausgaben wie zum Beispiel *Stufen*[1] (für Anfänger) oder *Sichtwechsel*[2] (für Fortgeschrittene), so wird man feststellen, daß sich die Art der Darstellung landeskundlich relevanter Aspekte geändert hat. Sie werden in einen interkulturellen Rahmen eingebettet und die eigene Identität der Lerner wird in den Aneignungsprozeß der Fremdsprache miteingebracht. Das Ziel des landeskundlichen Lernens ist nach Penning[3] nicht mehr nur die Aneignung bestimmter Kenntnisse über ein Land, sondern der Erwerb von Sensibilität gegenüber der anderen Kultur.

> **"Das Ziel des landeskundlichen Lernens ist [...] nicht mehr nur die Aneignung bestimmter Kenntnisse über ein Land, sondern der Erwerb von Sensibilität gegenüber der anderen Kultur"**

DEFINITIONEN

Im folgenden Beitrag wird dem Leser ein Modell vorgelegt, wie innerhalb eines Sprachprogramms landeskundliche Aspekte unterrichtet werden können. Wenn man den Begriff Landeskunde benutzt, dann springen mindestens drei Deutungen ins Auge.

Erstens: **Landeskunde als Ansatz zum Fremdsprachenstudium**, Landeskunde als *approach*. Wir sind Mitglieder einer *School of Languages and Area Studies*, die *area studies* Kurse anbietet. Darunter versteht man den Versuch, ein Land gut kennenzulernen und zu verstehen durch die Augen einer Reihe von Disziplinen wie Geschichte, Literatur, Politik und Wirtschaft. Bei Kursen dieser Art erfolgt der Unterricht meistens multidisziplinär, obwohl interdisziplinär konzipiert wird.

Zweitens: **Landeskunde als Fach**, also die Vermittlungen von Informationen über das Land durch eine zweistündige Lehrveranstaltung. Schaut man die höchst professionellen Werbebroschüren der britischen Universitäten mit spezifischem Blick auf die Deutschkurse an, so taucht das Wort *area studies* in diesem Sinne immer häufiger auf. Auf dem universitären Sektor nimmt Landeskunde oft die Form einer Lehrveranstaltung an, die die politische bzw. kulturelle Geschichte Deutschlands seit Kriegsende untersucht. Auf dem Schulsektor wird im Rahmen des *alternative A Level syllabus* Landeskunde in Form von *background studies* angeboten.

Drittens: **Landeskunde als Fremdsprachenunterricht**. Dabei steht weniger die Vermittlung von Kenntnissen über das Land im Vordergrund als die Verbesserung der Ausdrucksfähigkeit der Studenten bzw. Schüler durch die Auseinandersetzung mit Texten, schriftlicher sowie visueller Art, über aktuelle Themen in Deutschland. In Portsmouth wird dies landeskundlicher Fremsprachenunterricht genannt, wobei eine zweistündige Veranstaltung mit der Bezeichnung **Aktuelle Themen** im Mittelpunkt steht, welche das eigentliche Thema dieses Beitrags darstellt.

GESCHICHTE VON 'AKTUELLE THEMEN'

Im folgenden wird die Entwicklung von *Aktuelle Themen* an unserem Institut kurz beschrieben. Dabei lassen sich drei Phasen feststellen:

Phase 1: Die erste Phase reicht bis Anfang der 80er Jahre zurück. Damals entwickelte sich *Aktuelle Themen* aus einer mündlichen Übung mit Studenten des vierten Jahres. Diese Entwicklung wurde durch zwei Faktoren bedingt: erstens, den Wunsch, eine Brücke zwischen den Sprachdozenten einerseits und den Area Studies-Dozenten andererseits zu schlagen. Damals lehnten die Area Studies Kollegen es zum Beispiel schlicht ab, ihre Disziplinen auf Deutsch anzubieten. Sprachdozenten, die zu der Zeit eine Minderheit darstellten, waren mehr bemüht, die aktiven Fertigkeiten der Studenten zu fördern. Ein zweiter Impuls stammte von dem Wunsch, der geschichtlichen Orientierung des Kurses entgegenzuwirken, dadurch daß man Studenten Texte aus Zeitungen und Zeitschriften zur Verfügung stellte, Texte, die sich mit dem gegenwärtigen Tagesgeschehen in Deutschland befaßten.

Phase 2: Die zweite Phase wird Mitte der 80er Jahre als Reaktion auf eine strukturelle Änderung des Kurses eingeleitet. Statt ein ganzes Jahr im Ausland zu verbringen, wird das *Year Abroad* auf zwei Sommersemester im zweiten und im dritten Jahr verteilt. *Aktuelle Themen* kommt in diesem Zusammenhang eine neue Bedeutung zu. Es wird tatsächlich sehr aktuell gearbeitet. Das Ziel von *Aktuelle Themen* in der zweiten Phase besteht darin, die Studenten im Wintersemester auf ihren Auslandsaufenthalt direkt vorzubereiten, so daß sie, wenn sie im anschließenden Sommersemester in Deutschland sind, ihnen vertraute Themen vorfinden. So wurden damals ganz aktuelle Themen wie folgende behandelt:

- die Waldheim-Affäre
- die Barschel-Affäre
- Bundestagswahl
- der Neue Heimat Skandal
- die Flick-Affäre
- $116 Arbeitsrecht

Phase 3: Die dritte Phase setzt sich gegen Ende der 80er Jahre durch – als Reaktion auf die 'neue' Generation von Studenten, die den *communicative competence* Ansatz erlebt haben. Bei diesen Studenten wird es um so wichtiger, nicht nur auf ihren Kenntnissen über Deutschland und den dazugehörigen Wortschatz aufzubauen, sondern auch ihre strukturellen Kenntnisse der Sprache zu verbessern sowie ihre passiven und aktiven Sprachfertigkeiten weiter zu entwickeln. Um für Engagement seitens der Studenten zu sorgen sowie den Dozenten zu erlauben, die eingesetzten Materialien didaktisch vorzubereiten, werden weniger aktuelle Themen untersucht als Themen sozialer und allgemein gesellschaftspolitischer Art.

ZIEL VON 'AKTUELLE THEMEN'

Nach unserer Erfahrung sind A-Level-Studenten gute extensive Leser, d.h. sie können ohne allzu große Schwierigkeiten die wichtigsten Informationen eines Textes festlegen und in verkürzter Form mündlich oder schriftlich wiedergeben. Wenn es aber um das intensive Lesen geht, d.h. die genaue Analyse eines Textes, dann sind die Ergebnisse etwas magerer. Oft wird die anscheinende Unbereitschaft von Studenten, sich mit Texten schriftlicher Art intensiv auseinanderzusetzen, auf das Vorhandensein der Video-Generation zurückgeführt. Andererseits bewirken Fernsehsendungen bzw. Filme, besonders Literaturverfilmungen – wie z.B. Jane Austens *Sinn und Sinnlichkeit* oder Peter Hoegs *Fräulein Smillas Gespür für Schnee* – häufig sehr hohe Absätze des entsprechenden Buches bei Buchhändlern. Es wäre interessant, sogar höchst wünschenswert, die Entwicklung der Lesefertigkeit von Studenten weiter zu erforschen[4].

Um das Lesevermögen der Studenten zu fördern, steht bei Aktuellen Themen die Entwicklung von Lesefertigkeiten im Vordergrund. Das bedeutet aber nicht, daß diese die ausschließlich sich zu entwickelnde Fertigkeit darstellt, sondern ihr wird eine primäre Bedeutung zugeordnet innerhalb eines Rahmens, der auf die Förderung von globalen Sprachfertigkeiten hinzielt. Das soll unten anhand des Beispiels *Mensch und Tier* veranschaulicht werden.

'AKTUELLE THEMEN' ALS LANDESKUNDLICHER FREMDSPRACHENUNTERRICHT

Ein Verstehen der anderen Kultur und der Fremdsprache ist nur möglich über das Zusammenspiel von Sprachwissen und dem Wissen über die andere Kultur. In *Aktuelle Themen* werden sowohl sprachliche als auch landeskundliche Inhalte vermittelt, die aber nicht losgelöst von anderen Lehrveranstaltungen zu betrachten sind, sondern mit diesen in einer tiefen Wechselbeziehung stehen. In *Aktuelle Themen* werden Themen aufgegrifffen, die mehr oder weniger aktuell sind bzw. sich im Unterricht bewährt haben. Um aktuell zu sein und zu bleiben stellen, wir uns unser eigenes Lehrmaterial zusammen, das sich aus Zeitungsartikeln und Statistiken aus deutschen Tageszeitungen und Zeitschriften, Videomitschnitten und auch ein bißchen Literatur (wie Gedichte und Kurzgeschichten) zusammensetzt. Der Einsatz von authentischen Zeitungsartikeln soll die Studenten auf das bewußte Lesen von deutschen Zeitungsartikeln und Fachliteratur auf das *Year Abroad* in Deutschland im dritten Studienjahr und die Anfertigung einer Diplomarbeit (*dissertation*) vorbereiten. Die Verwendung authentischer Texte wirkt sich positiv auf den Aneignungseffekt der Fremdsprache aus. Fremdsprachlicher Wortschatz wird eher angeeignet, wenn dieser kontextuell gebunden ist und dem Lerner notwendig für die Bewältigung von bestimmten Aufgaben erscheint. Die Erarbeitung eines Grundwortschatzes zu einem Thema ist eine gute Vorbereitung und auch eine Voraussetzung für das Lösen nachfolgender Aufgaben wie die Rezeption weiterer Texte zum Thema, die Analyse von Statistiken, Diskussionen und die Anfertigung eines abschließenden Aufsatzes (*essay*) zu einer themenbezogenen Aufgabenstellung. Dabei wird nicht nur auf die Vermittlung und Aneignung themenspezifischer Lexik wertgelegt, sondern auch auf allgemeingültige Lexik.

"[...] sind A-Level-Studenten gute extensive Leser [...].Wenn es aber um das intensive Lesen, dann sind die Ergebnisse etwas magerer"

AKTUELLE THEMEN IN YEAR 1

Im Mittelpunkt des Unterrichtsgeschehens stehen die Aktivitäten Lesen, Schreiben, Sprechen und Hören, wobei hier eine unterschiedliche

Akzentuierung im ersten und im zweiten Studienjahr vorgenommen wird. Im ersten Jahr konzentrieren wir uns auf die Angleichung des Sprachniveaus der Studenten. Da die Studenten alle A-Level-Niveau haben, werden alltagssprachliche kommunikative Fähigkeiten in der Fremdsprache vorausgesetzt. Im ersten Studienjahr werden den Studenten Konversationsstunden (*Oral/Aural*), Grammatikunterricht (*Language Workshop*) und Study Skills angeboten. Sie müssen darüber hinaus auch Hörübungen mitmachen, deshalb konzentrieren wir uns in *Aktuelle Themen* vor allem auf die Entwicklung von Lese- und Schreibfähigkeiten in der Fremdsprache.

Abb. 1: Stellung von *Aktuelle Themen* im Rahmen aller Deutschlehrveranstaltungen im ersten Jahr

Study Skills Workshop	**Oral/Aural**	**Language**
(1h)	(1h) (Konversation)	(1h) (Grammatik)

Aktuelle Themen I
(2h)
Ziel: Angleichung des Sprachniveaus aller Studenten

Die Themen, die wir für das erste Jahr ausgewählt haben, sind zum großen Teil landesübergreifende Themen und bieten somit bessere Identifizierungsmöglichkeiten für den Studenten mit dem Thema. So werden im ersten Studienjahr folgende Themen behandelt:

- Verkehr
- Armut in der Wohlstandsgesellschaft
- Mann und Frau
- Mensch und Tier
- Asyl
- Werbung
- Abtreibung
- Gewalt

Diese Themen scheinen auf den ersten Blick sehr allgemein zu sein, aber sie sind immer in irgendeinerweise in den Medien präsent und können so einfach aktualisiert werden. Bei vielen Themen bietet sich meist ein Vergleich mit Großbritannien an, was den Einstieg in das Thema und den Zugang zu diesem erleichtern kann.

Einige Themen werden zum Teil auf A-Level-Niveau abgehandelt. Wir versuchen, andere Blickwinkel anzubieten und provokant zu sein. Gleichzeitig kann es am Anfang des Studienjahres für Studenten eine Hilfe sein, die sprachlich noch kein Selbstvertrauen entwickelt haben, auf bereits Bekanntem aufzubauen.

"Einige Themen werden zum Teil auf A-Level-Niveau abgehandelt. Wir versuchen, andere Blickwinkel anzubieten und provokant zu sein"

'AKTUELLE THEMEN' IN YEAR 2

Auch im zweiten Jahr steht die Sprachlehrveranstaltung in einem engen Zusammenhang mit anderen Sprachveranstaltungen (siehe unten).

Abb.2: Die Stellung von *Aktuelle Themen* im Rahmen aller Deutschlehrveranstaltungen im zweiten Studienjahr

Language Workshop	**Translex**
(1h) (Grammatik)	(1h) (Lexikologie/Übersetzung)

Aktuelle Themen II
(2h)
Ziel: Vorbereitung auf das Year Abroad und Year 4

Die Themen im zweiten Jahr sind aktueller und konkreter. Themen der vergangenen Jahre waren hier:

- Bundestagswahlen
- die geplante Berlin-Brandenburg-Fusion
- Umzug der Bundesregierung
- Presselandschaft
- Lebenslauf/Bewerbungsgespräch
- Die zweite Generation von Ausländern
- Hochschulen
- Gentechnik

Die oben genannten Themen gelten als Bestandteil der Vorbereitung auf das Auslandsjahr. Die Studenten sollen einen Eindruck von bestimmten Aspekten des deutschen Studentenalltags erhalten. Die Herangehensweise an die Themen ist interdisziplinär, das heißt, daß Elemente aus Linguistik, Literatur und auch aus der Naturwissenschaft einfließen.

Durch den Wegfall der Konversationsstunden im zweiten Jahr werden die Texte vor allem als Ausgangspunkt für Diskussionen genutzt, um die Entwicklung des spontanen Sprechens in der Fremdsprache zu fördern. Voraussetzung dafür aber ist wiederum die Wortschatzarbeit, um den Studenten Sprachmaterial für die Beschäftigung mit dem Thema zu ermöglichen. Gleichzeitig wird aber auch vorausgesetzt (vor allem in Gruppen mit einem höheren Sprachniveau), daß sich die Studenten den notwendigen Wortschatz selbständig erarbeiten und die Fähigkeit dazu weiterentwickeln.

THESE – ANTITHESE – SYNTHESE

Allen Themen – sowohl im ersten als auch im zweiten Jahr – ist eine Grundstruktur zu Eigen, die wir *These, Antithese* und *Synthese* nennen wollen. Diese Struktur ermöglicht eine logische Aufbereitung und Gliederung eines Themas. Im folgenden möchten wir diese Struktur anhand des Themas *Mensch und Tier* aus dem ersten Jahr näher erläutern.

1. These

Der Einstieg in ein Thema kann auf unterschiedliche Weise erfolgen. Meist beginnen wir mit

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einem Basistext mit anschließender Vokabelarbeit (Zusammenstellen von Vokabeln). Das kann aber ganz variabel gehandhabt werden. Der Einstieg in ein Thema kann auch über ein Brainstorming zu einem Bild oder über ein Zitat u. ä. passieren. Wichtig dabei ist, daß das Interesse der Studenten für das Thema geweckt wird und sie sich angesprochenen fühlen, denn der Aneignungsprozeß im landeskundlichen Unterricht und im allgemeinen erfolgt über die Aktivierung von Vorwissen und Interesse. In unserem Beispiel fingen wir mit einer kleinen Statistik zur Tierliebe der Engländer an. Die Studenten mußten die Zahlen verschiedenen Tierarten zuordnen und konnten hier über die Nennung ihres Haustieres ihre eigene Identität einbringen. Gleichzeitig hatte diese Übung einen kleinen Nebeneffekt, da der in einer früheren Einheit vermittelte Wortschatz zur Auswertung einer Statistik wiederholt und gefestigt wurde. Anschließend wurde ein kleiner Text als Vergleich zur Situation in Deutschland gelesen und erste Vokabeln zum Thema *Tier und Mensch*, hier *Der Mensch als Tierhalter/besitzer* zusammengestellt.

2. Antithese

Daran schließt sich die Phase einer Antithese zum Thema an, das heißt, daß andere Aspekte des Themas angesprochen und thematisiert werden.

Der Einsatz einer Vielzahl von verschiedenen Texten ermöglicht eine Reihe von unterschiedlichen Ansatzpunkten in Diskussionen und hat Vorteile gegenüber der Beschäftigung mit nur einem oder zwei Basistexten. So wird dem Studenten nicht nur ein umfangreicher Wortschatz zu verschiedenen Aspekten eines Themas zur Verfügung gestellt, sondern ihm wird auch die Komplexität und Kontroversität eines Themas bewußt gemacht. Dies kann das Interesse für die Beschäftigung mit einem Thema für den Lernenden als auch den Lehrenden erhöhen[6] und somit den Aneignungsprozeß positiv beeinflussen.

In unserem Beispiel wurde der Punkt *Die Ausbeutung/Ausnutzung von Tieren durch den Menschen und für den Menschen* gewählt. Dazu werden die Studenten in kleinere Gruppen eingeteilt und erhalten jeweils einen kürzeren Text, den sie in den verschiedenen Gruppen lesen. Die Erkenntnisse werden den anderen Gruppen vorgestellt und im Plenum diskutiert. Der für das Thema als wichtig erachtete Wortschatz wird verglichen und aufgelistet.

Nicht alle Wörter und Wendungen müssen beim Lesen eines Textes für den Lerner bekannt sein. Der Student kann sich den Inhalt sowie neue Wörter und Strukturen durch Erschließungsoperationen[7], mit Hilfe einer Vorgabe von Lesezielen und über den Kontext[8] sowie über bestimmte Prämissen[9] erschließen .

Die Entwicklung dieser Fähigkeit ist nicht zu unterschätzen, denn das Erschließen der Bedeutung unbekannter Lexik ist ein wichtiger Analysevorgang und kann den Aneignungsprozeß einer Fremdsprache begünstigen[10]. Es werden meist nur fünf bis sieben Vokabeln für die Rezeption eines Textes vorgegeben. Fragen zum Inhalt dienen als Leitfaden für das Textverständnis und sollen die Studenten befähigen, die wichtigsten Informationen aus dem Text herauszufinden. Die Antworten sind oft kurze Informationen und Aufzählungen von Argumenten und Gründen. Um diese Informationen zu verstehen, braucht der Student nicht jedes Wort zu kennen. In den Fragen finden sich Schlüsselwörter, die ebenfalls lenkenden Charakter aufweisen.

Die Themen der Artikel führen oft zu längeren Diskussionen der Studenten. Gerade das Thema *Mensch und Tier* spricht die Studenten des ersten Jahres emotional an. So schließt sich an das Lesen von kürzeren Artikeln zu den Themen *Der Hai wird ausgerottet, Tiere in Zoo und Zirkus* und *Kosmetiktierversuche* oft eine lebhafte Meinungsäußerung an. Durch die Motivation, die eigene Meinung zu dem Thema zu äußern, verlieren sie zum Teil auch die Scheu, sich in der Gruppe vor anderen in der Fremdsprache zu äußern. Gleichzeitig kann sich eine lockere, von den Studenten gelenkte Diskussion positiv auf die Ausdrucksfähigkeit der Lerner in der Fremdsprache auswirken[11].

> **"Gerade das Thema Mensch und Tier spricht die Studenten des ersten Jahres emotional an"**

Als Vorbereitung auf Woche 2 des Themas und zur weiteren Akzentuierung des Themas lesen die Studenten einen längeren Text zur *Robbenjagd*. Die letzte Aufgabe des Textes ist die Anfertigung einer Zusammenfassung des Zeitungsartikels. Diese Aufgabe soll die Fähigkeit bei den Studenten entwickeln, die wichtigsten Informationen aus einem fremdsprachlichen Text herauszufinden und zu verallgemeinern. Dabei wird in der Auswertung auf die richtige textuelle Verbindung der einzelnen Argumente wertgelegt. Häufig werden nur die wichtigsten Gedanken des Textes von den Studenten aufgelistet. Die Arbeit an Textmerkmalen und ihre Bewußtmachung ist gleichzeitig auch eine Art Vorbereitung auf das Anfertigen von Aufsätzen oder von Zusammenfassungen am Ende einer thematischen Einheit[12].

Neben der Wortschatzarbeit anhand der Zeitungstexte wird in dieser Phase ein Lückentext zu idiomatischen Redewendungen mit Tieren eingesetzt. Diese Übung dient der Auflockerung und erfreut sich meist großer Beliebtheit bei den Studenten, da hier kulturspezifische Eigenheiten einer Sprache bewußtgemacht werden können.

In anderen thematischen Einheiten kann an dieser Stelle auch ein Lückentext als Vokabeltest/übung stehen, in der die Studenten bestimmte Schlüsselwörter in einen Text in ihrer grammatisch richtigen Form einsetzen müssen.

Ein weiterer Text zum Thema *Tierschützer in Großbritannien* ermöglicht die Lenkung der Diskussion auf entferntere Problemstellungen wie zum Beispiel auf den Castortransport im März 1997 in Deutschland und wo Grenzen von Protest liegen sollten.

Anschließend wird wieder an das Vorwissen der Studenten und ihre eigene Identität mit dem Thema *Vegetarismus* angeknüpft. Nach dem Lesen eines Artikels zur Situation in Deutschland, läßt die anschließende Diskussion dann aber den Vergleich mit der Situation in Großbritannien und eine Anknüpfung an aktuelle Probleme wie BSE, Salmonellen-Vergiftungen oder die e-coli-Ausbrüche in der Nahrungsmittelindustrie zu.

3. Synthese

Eine Synthese des Themas findet im Rahmen einer größeren Diskussionsrunde zu einer provokanten Fragestellung statt, die sich aus dem Unterrichtsgeschehen ergeben hat. In unserem Beispiel ist es eine Diskussion zur Frage, ob der Mensch das Recht hat, Tiere für sich auszunutzen und zu töten. Der Ansatz zu dieser allgemeineren und zusammenfassenden Diskussion ist ein kurzer Text zur Jagd – ein Thema, dessen Kontroversität im letzten Jahr gerade in der Politik und in den Medien Großbritanniens eine Rolle spielte und somit einen guten Ansatz für eine Diskussion bietet.

Abschluß der thematischen Einheit ist ein kurzer Aufsatz (300 Wörter) zu einer kontroversen Frage bzw. im ersten Jahr auch eine Zusammenfassung eines deutschen Zeitungsartikels. In der thematischen Einheit zu *Mensch und Tier* ist es eine Zusammenfassung zum Thema *Jagd in Deutschland*.

Im ersten Jahr schreiben die Studenten am Ende eines Semesters eine mehrteilige Sprachprüfung zu den in *Aktuelle Themen* behandelten Themen. Die Studenten mußten zum Thema *Mensch und Tier* eine Zusammenfassung eines aktuellen Zeitungsartikels zu Tierschutz anfertigen.

Unser Beispielthema *Mensch und Tier* zeigt ebenfalls wie in der Synthese der Kreis zum Beginn wieder geschlossen wird. Dem relativ kurzen Einstieg in das Thema über Haustiere folgten die Teilthemen Jagd auf gefährdete Tierarten, Tierversuche, Tierschutz, Vegetarismus und abschließend die Kontroverse um Jagd im allgemeinen. Die Teilthemen sollten auf einander aufbauen und auch die andere Seite der Medaille darstellen, um den Studenten die inhaltliche und sprachliche Komplexität des Themas zu verdeutlichen.

Die Basistexte müssen nicht immer Zeitungsartikel sein, sondern es sollten auch Videos oder Hörtexte verwendet werden. Der Einsatz von Beispielen immer der gleichen Textsorte kann zur Monotonie und damit beim Lerner zu Langeweile und Ablehnung führen. Deshalb ist eine gute motivierende Einbettung der Texte und eine gesunde Abwechslung von Textsorten notwendig.

SCHLUẞFOLGERUNG

Das obige Modell[13], schon allein wegen seines Formats, stellt eine durchaus flexible Lehrveranstaltung dar, die eine unterschiedliche Akzentuierung je nach den Bedürfnissen des Lehrenden und der Lernenden erlaubt. Wenn bei uns das Lesen im Vordergrund steht, könnten bei unseren Lesern die Unterrichtsziele anders gestaltet sein. Ferner ist das Modell im sekundaren sowie im tertiären Bildungsbereich anwendbar und könnte sogar den Übergang zwischen der A-Level-Klasse in der Schule und dem ersten Jahr des Germanistikstudiums an der Universität erleichtern.

Über Kommentare und kritische Hinweise von den Lesern dieses Beitrags würden wir uns sehr freuen[14].

NOTES

1 Anne Vorderwühlbecke & Klaus Vorderwühlbecke: *Stufen International*. Verlag Klett Edition Deutsch GmbH, München, 1995.

2 Saskia Bachmann *et al. Sichtwechsel neu*. Verlag Klett Edition Deutsch GmbH, München, 1995.

3 Dieter Penning: Landeskunde als Thema des Deutschunterrichts – fächerübergreifend und/oder fachspezifisch? *Informationen Deutsch als Fremdsprache* **27** (1990), H. 6, S. 626–640, hier S. 627.

4 Die Entwicklung allgemeiner fremdsprachlicher Kenntnisse von Sprachstudenten wurde bereits in einem europaweiten Projekt untersucht. Hier bietet sich ein Anknüpfungspunkt an, um Lesefertigkeiten und deren Entwicklung bei Studenten zu untersuchen. Vgl. dazu James A. Coleman: *Studying languages. A survey of British and European students*. Centre for Information on Language Teaching and Research, London 1996.

5 Martin Löschmann: Zum Verhältnis von inzidentellem und intentionalem Wortschatzerwerb im institutionalisierten Fremdsprachenunterricht. *Deutsch als Fremdsprache* **27** (1990), S. 357–360, hier S. 359.

6 Ursula Karbe: Didaktische Funktionen von Texten im Fremdsprachenunterricht. *Deutsch als Fremdsprache* (1990) 27, S. 13–19, hier S. 15.

7 Dieter Schaar: Das studierende Lesen und seine Entwicklung im studienvorbereitenden Fachsprachunterricht. *Deutsch als Fremdsprache* **26** (1989), S. 283–289.

8 Paul R. Portmann: Rezeptive und produktive Fähigkeiten. *Deutsch als Fremdsprache* **30** (1993), S. 96–99, hier S.98.

9 Gerhard Röhr: Bedeutungserschließen aus dem Kontext – Lehren, Lernen und Trainieren: *Deutsch als Fremdsprache* **28** (1991), S. 226–232.

10 Vgl. dazu Martin Löschmann (Anm. 5) S. 358.

11 Vgl. dazu Rod Ellis: *Instructed Second Language Acquisition*. Blackwell, Oxford 1990, p.81.

12 Zu Fachtexten vgl. Silke Jahr: Zur Kohärenz von Fachtexten. Erfahrungen aus dem fachsprachlichen Unterricht für Ausländer. *Deutsch als Fremdsprache* **27** (1990), S. 236–240.

13 Wir danken unseren Kollegen Dr. J. Moore-Blunt und Frau I. Gilbert für ihre Hilfe und Ideen bei der Vorbereitungsphase des Artikels.

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German Teaching, December 1997, No 16, 15–18

Changes and exchanges

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Twinning links have for some time been a feature of local community activities. and have long been appreciated for the beneficial spin-offs they can provide in the areas of education and training, epecially as far as the development of language skills and the promotion of cultural awareness are concerned. In recent years many local communities have felt encouraged to embark on new links with partners in regions which, for various reasons, are less familiar.

Communities in East Germany used to rank very low in terms of the number of twinning partnerships with UK local authorities. There were many factors which inhibited the establishment of links with the former East Germany, as indeed with all the East European states, but the statistics for 1988 show that East Germany ranked well behind the then USSR and Yugoslavia with only 4 links in comparison to their 15 and 12 respectively. Since reunification, however, a number of local authorities in Britain and the new Länder have taken the opportunity to form links and explore the advantages such partnerships can bring to both communities.

A local authority in Scotland, based in Stirling and covering much of the surrounding rural area, was among the front-runners in forming a twinning link with a partner in one of the five new German Länder after reunification. The then Central Region, and its successor Stirling Council, established a twinning agreement with Weißenfels, which is situated in the Land Sachsen-Anhalt near to the major centres of Leipzig and Halle.

The motivations which provide the spur for a partnership with an area such as this tend to extend beyond those usually associated with twinning. In addition to benefits in the educational and cultural spheres, there is the wish to make some contribution to the development of the partner area through mutual cooperation and the exchange of expertise. The twinning agreement between Central Regional Council and the Landkreis Weißenfels underlines this. Not only do both sides undertake to :

> “promote the development of economic links, educational links and cultural and social links involving their communities”

the Scottish council also expresses the intention to:

> “use its expertise to assist Landkreis Weißenfels to develop appropriate structures and procedures for the delivery of the services for which Landkreis Weißenfels is responsible, with particular emphasis on language teaching, traffic management, economic development and water and drainage systems.”

In order to prepare the way for this cooperation, officers from the Scottish council visited Weißenfels to discuss the priority areas specified by the German authority and to identify where any input would be most beneficial. Thereafter, a reciprocal visit by a delegation of Weißenfels councillors and officers from key council services, such as education, social work and planning, was planned. The aim of this study visit was to enable the German visitors to familiarise themselves with the operation of council departments and to view various facilities to establish how the twinning partnership might best be developed.

“Since reunification, however, a number of local authorities in Britain and the new Länder have taken the opportunity to form links and explore the advantages such partnerships can bring to both communities”

I was very fortunate to be involved as one of the interpreters accompanying the group during its stay in Scotland. Although I had visited East Germany on three occasions, I had, in fact, had very few opportunities to get into open conversatons with local people, and looked forward very much; on a purely personal basis, to having such access to East Germans. As a teacher of German on programmes where Landeskunde is a major feature, I realised this experience would provide a good opportunity to gather, at first-hand, material which could feed into classes where the new Länder were discussed. Since, furthermore, I had pursued an interest in twinning and its potential benefits over many years, having produced a study on the subject, I realised I was very well-placed to sound out the German visitors on a range of topics. Having checked with the Scottish council convenor and chief executive that my plan was agreeable to them, I approached the visitors and found them most willing to be interviewed.

In the course of a five-day visit I interviewed 13 members of the delegation. Of these, 11 were politicians, one was a local government officer, responsible for business promotion, and one represented the interests of an association for the physically and mentally handicapped. The councillors interviewed represented all parties on the council for the Weißenfels area. Five of the interviewees were CDU (Christlich-Demokratische Union Deutschlands), two from the SPD (Sozialdemokratische Partei Deutschlands). one FDP member (Freie Demokratische Partei) , two PDS (Partei des Demokratischen Sozialismus) and one representative of Neues Forum.

> **"the official figure for unemployment in the area of 17% was reckoned not to be a true reflection of the gravity of the situation ... It was felt that 25% was a more realistic figure"**

The interview first established which interests each individual represented. The councillors interviewed identified their political party and indicated their main interests and responsibilities by specifying on which committees they served. The council officer explained his function and the main elements of his job. The representative of the association for the handicapped explained his rôle on the relevant council committee. After establishing these initial points, all interviewees were invited to describe the main issues pertinent to their area of interest. They were then asked to outline what they hoped the twinning could achieve in that area. They were also invited to comment on how they viewed the development of the partnership in the longer term and what areas offered most potential. The interview concluded on a personal note by asking what the twinning meant to them personally.

I appreciated very much the insights these conversations gave me into the day-to-day experiences of the German visitors as they coped with the changes taking place following reunification. The rôle of delegation members within their local community meant that they were extremely well-informed with expertise over a wide range of areas such as health, education, business development, and local government, and were very much involved in the process of steering Kreis Weißenfels in a new direction. Their contributions were particularly informative and gave me many insights which I have been able to use in Landeskunde, since the problems faced by Weißenfels were typical of those experienced by many communities in the new Länder. I hope that the summary which follows will, therefore, be of interest to fellow German teachers.

TOP PRIORITY – INDUSTRIAL REGENERATION

Members of the delegation were unanimous in identifying rebuilding the local economy as the urgent task. The Landkreis Weißenfels is an area with a population of over 50 000, situated in the south of Sachsen-Anhalt, near the major cities of Halle and Leipzig. Weißenfels has a population of 36000 and is the administrative centre for the area . On the economic front, the area has experienced the decline of its former key industry and the resulting high unemployment. Weißenfels was a major centre for shoe manufacture and formerly had a good share of the domestic market and exported its products to other eastern European countries. With reunification, the markets in the east virtually disappeared, since customers could not afford the prices in the new hard currency. At the same time, the domestic market declined as customers now had access to a wide range of imported shoes of high quality and design from all over Europe and elsewhere. As a result, some large factories closed and only a few small manufacturing units seemed likely to have a long-term future. At the time of the visit, the official figure for unemployment in the area of 17% was reckoned not to be a true reflection of the gravity of the situation, since it did not take into account those people on retraining and job-creation schemes. It was felt that 25% was a more realistic figure.

The Scottish local authority was in a position to offer useful advice in coping with these industrial difficulties since, over the previous decade, the area had had to come to terms with the collapse of traditional industries which were formerly of vital importance to its economic well-being. Major industries such as coal-mining and traditional manufacturing industries, like cigarette production and textiles had declined dramatically. As a result, the Scottish council had quite distinct areas of expertise from which Weißenfels could benefit.

Strategies employed by the Scottish local authority to cope with such industrial decline and stimulate economic regeneration were clearly of interest. The German visitors were particularly interested, for example, in visiting the local enterprise parks and in learning about the different forms of assistance given to small, local firms.

Another area where the Scots experience could provide valuable help was their insights into the procedures and best practice for obtaining aid from Europe. Certain areas in this part of central Scotland, and certain categories of project undertaken, had qualified for funding from the European Union. Pertinent advice could be passed on regarding the procedures for applying for this type of European aid. The Weißenfels group found the prospect of coping with the documentation and the red tape particularly daunting!

ADAPTING EDUCATIONAL PROVISION

Visits to various local educational facilities had been given a very high priority by the German visitors. The German councillors with responsibility for education, and especially the teachers in the group, stressed that problems in educational provision were considerable. The education system had required to be adapted from the former centralised system to that of the Land-based structure of the Federal Republic which, although judged a very positive development, had brought considerable upheaval in the short to medium term. They not only had to cope with a new education system, and new methodologies, but also severe material problems. There had also been many changes in day-to-day operational matters in the schools, which meant all involved had to learn new ways of working. In addition, many of the school buildings were in very poor repair, whilst equipment and material resources were outdated and scarce. These factors were impeding efforts to cope with other changes. This was another area where major investment was required to improve standards. The German group hoped particularly to get ideas regarding school buildings and equipment and on the range of activities organised outwith normal school hours. To this end, visits has been arrranged to nursery, primary and seconday schools and also to special schools and training workshops.

SCHOOL EXCHANGES

A special wish of the German delegation was to move speedily towards school exchanges. Partners on both sides in the twinning were very keen to give young people the opportunity to get to know each other and to benefit from the chance to practise language skills and familiarise themselves with daily life in the partner country. These aims, which always feature largely in any twinning link, assume a particular significance in the case of a partnership with a community in one of the new Länder. Previously,the opportunities for contacts had been few, and knowledge of the patterns of daily life was limited on both sides.

The hope that there could be rapid progress as regarded school exchanges was further fuelled by the fact that, in Weißenfels, as elsewhere in the new Länder, major changes were taking place in language-teaching which made establishing contacts with schools in English-speaking countries a major objective. Previously, in the GDR, Russian had been the main foreign language, and most members of the delegation had themselves learned Russian at school. Reunification brought a major shift in demand towards English and French. There was a shortage of suitably qualified teachers of these languages in the short term, but measures were being taken to retrain language teachers and to tap resources of linguists in the population. In view of this interest in extending language provision, there was much enthusiasm for school twinnings, and a local school, Bannockburn High, which was being visited by the delegation, had aleady expressed interest in getting an exchange programme underway. (This initiative later progressed very successfully as a result of the enthusiasm shown on both sides.)

One member of the German delegation, who was a teacher in a training centre for youngsters with learning difficulties, was also keen to organise an exchange with a similar centre in Scotland. He had discussions with interested parties locally, and, although it was recognised that the lead-in time to exchanges between groups with special needs would be longer, due to the extra organisation required, both sides were satisfied that such projects were both highly desirable and feasible.

"They not only had to cope with a new education system, and new methodologies, but also severe material problems"

PROBLEMS WITH TRAINING OPPORTUNITIES

Those involved in post-school training in Weißenfels were facing numerous problems. The most serious was the shortage of apprenticeships as a result of the collapse of traditional industries. Clearly, expertise from the Scottish education authority concerning youth training initiatives was welcome. There was regret that exchanges of apprentices, which often feature in twinning partnerships, were unlikely in the near future. Owing to the severe shortage of training places in Weißenfels, such initiatives would be viewed as something for the longer term.

LEISURE FACILITIES

Ideas concerning leisure facilities for young people and activities organised outwith the school day were also the focus of much attention. In addition to investigating leisure activities centred on schools, the group also visited local authority leisure and sporting centres and had contacts with various clubs and organisations in the area. Members of the delegation explained that the provision for and organisation of leisure activities was a problem for the German local authority, since many of the facilities which had formerly been available in Weißenfels had been associated with organisations disbanded after 1989. Consequently, clubs and organsations to offer leisure activities needed to be built up again from scratch.

The German visitors were particularly concerned that adequate provision be made for the needs of youngsters in their community. They explained that, perhaps surprisingly, young people, too, were having some difficulty adjusting to the many changes since reunification. Consequently, it was essential that a framework of recreation facilities and activities be made available for their leisure hours. An additional difficulty was the fact that, due to lack of capital investment over many years, the facilities which did exist tended to be in a fairly dilapidated state. So much needed to be done at a time when local budgets were required to meet other pressing social needs. Leisure facilities were always far down on the list of priorities. Nevertheless, members on both the Scottish and German sides were optimistic about the potential benefits to be gained from sporting and cultural exchanges by sports teams, choirs and similar groups.

PROTECTING THE ENVIRONMENT

Another area which the German delegation had selected as a priority in planning the visit, was that of the environment. Weißenfels, in common with large areas of east Germany, had serious pollution problems. One German councillor with a particular interest was a chemist, employed by a local chemical plant. He explained that, in addition to high air pollution levels in the area, a further serious problem was that many of the local water and sewage installations were in a very bad state. As a result, sewage, as well as effluent from factories, was disposed of in the river Saale. Hence, the particular interest of the delegation in the newest sewage treatment plant on the outskirts of Stirling. Not only were the visitors interested in the operational details of this computer-controlled plant, but also in how the region went about securing financial aid from Europe to help with the considerable financial outlay involved. They hoped that they, too, could secure support for such a major capital investment from European funds.

The Weißenfels representatives felt that they had a difficult task ahead of them in reconciling the pressing need to clean up the environment locally, and ensure its protection in the future, with the equally urgent job of regenerating the local economy. The improvement of road and rail links was also considered to be essential to meet the needs of local industry, especially the supply side. Also, the increase in car ownership had resulted in major congestion on the roads – and plans to build another bridge over the Saale were the subject of much controversy. The Germans were looking to the Scottish local authority for ideas as to how environmental protection could be handled without unduly hampering the needs of industry. The regret was also expressed that, due to the efforts required to deal with major environmental issues, little money could be spared to renovate some of the old houses which still stood in Weißenfels and were of considerable architectural and historical merit, but were in a state of disrepair.

"some of their constituents were still at a loss when faced with a culture where they were encouraged to be more self-reliant"

RUNNING LOCAL GOVERNMENT

The German councillors felt that their task was all the more challenging since they were, for the most part, fairly new to their rôle as elected representative and had only a short experience of holding office. Their west German twin area, the Odenwald, had provided useful assistance as far as administrative matters had been concerned. It had set up training courses for officers to study the local government system which had been operating in the Federal Republic. However, of particular interest when they studied the system of their Scottish partner, was the process of political decision-making which operated within the different political parties represented on the Scottish council. The German visitors were representative of all of the political parties elected to serve Weißenfels and, where possible, meetings were set up with political groups on the Scottish council to allow discussions. The German visitors expressed their particular appreciation at having been given the opportunity to get together on a separate basis with members of particular political parties and establish contacts.

Many members of the group made the point in the interviews that, in addition to the practical problems outlined above, they also had to contend with the process of adapting personally to so many changes. They themselves and the citizens they represented, had experienced some difficulty adjusting to new ways of thinking and of doing things. They explained that their recent experience had shown that such adjustment from a system where the individual citizen had little say in how things were run in the community to a system which operated on democratic lines had proved to be a fairly slow and very demanding process. Several councillors told how some of their constituents were still at a loss when faced with a culture where they were encouraged to be more self-reliant. Hence, the councillors were interested in gathering good ideas concerning the management of the relationship between elected representatives and the local population in such a way as to give the public a more direct input into local government. The Scottish councillors were able to advise on various initiatives, such as the setting up of area committees, as part of the council policy of giving citizens the opportunity to have a greater say in local affairs.

When looking back over the visit, the Weißenfels delegation felt that they had picked up a number of very useful pointers. It was evident, following the site visits and discussions with councillors and officers, that the exchange of expertise could provide strategies for tackling many of their problems with industrial regeneration, improving the infrastructure and handling environmental issues. The programme of visits to view council facilities had given a useful demonstration of the current practice in running social and educational services, in particular.

When asked what the study visit had meant to them on a more individual basis, the main observations of the group was that they, as individuals, had found the stay in Scotland very rewarding. Considerable personal satisfaction was expressed at being exposed to different ways of thinking and of approaching problems. This, they felt, had been one of the key benefits they derived from the visit. Consequently, they were looking forward to their fellow citizens likewise having the stimulating experience of not only getting to know another culture, but also being exposed to a different outlook and to different ways of approaching the various issues involving the local community. They were very optimistic concerning the potential benefits of future contacts. This optimism has proved justified. Since this initial visits very cordial and productive contacts have been maintained between the Scottish and German councils.

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SO FAND ICH DAS! (pupil record sheet)
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Please note that this pack takes into account the German spelling reforms of 1996.

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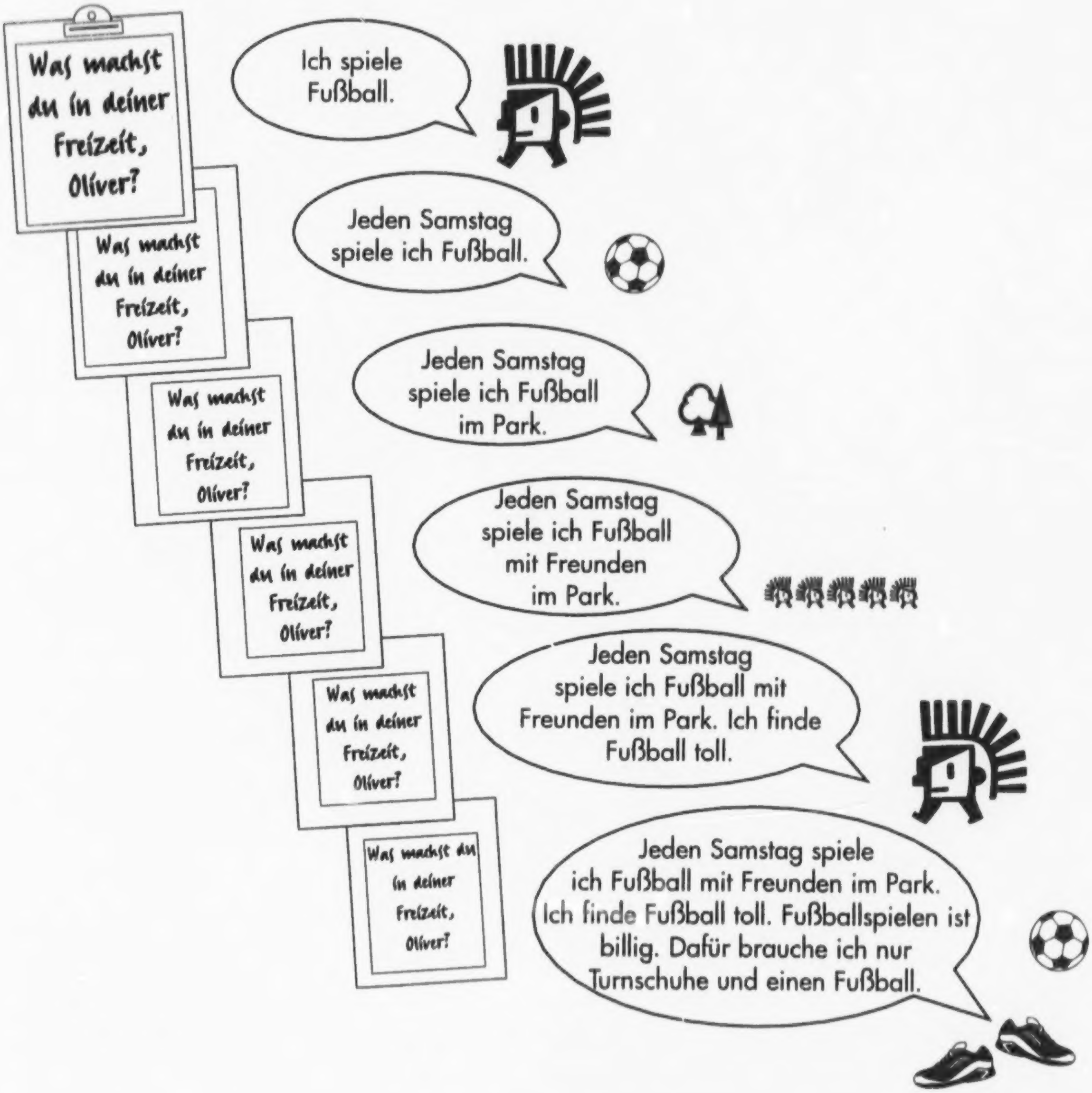
Freizeit

1 Schreib das passende Stichwort (a–f) neben die Antworten.

- a Wo?
- b Ausrüstung?
- c Wann?
- d Meinung?
- e Mit wem?
- f Hobby?

TIP TIP TIP TIP TIP TIP TIP TIP TIP

Each time Oliver answers, he gives a bit more information. It's useful to practise building up more interesting replies like this.



Was machst du in deiner Freizeit, Oliver?

Ich spiele Fußball.

Was machst du in deiner Freizeit, Oliver?

Jeden Samstag spiele ich Fußball.

Was machst du in deiner Freizeit, Oliver?

Jeden Samstag spiele ich Fußball im Park.

Was machst du in deiner Freizeit, Oliver?

Jeden Samstag spiele ich Fußball mit Freunden im Park.

Was machst du in deiner Freizeit, Oliver?

Jeden Samstag spiele ich Fußball mit Freunden im Park. Ich finde Fußball toll.

Was machst du in deiner Freizeit, Oliver?

Jeden Samstag spiele ich Fußball mit Freunden im Park. Ich finde Fußball toll. Fußballspielen ist billig. Dafür brauche ich nur Turnschuhe und einen Fußball.

2 Und du? Was machst du gern in deiner Freizeit? Schreib deine Antworten so wie Oliver auf! Am besten machst du das mit dem Computer.

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Jugendliche und Eltern

Wenn die Kinder abends ausgehen wollen

Wie reagiert man darauf, wenn die Kinder erst um Mitternacht nach Hause kommen wollen? Es ist gar nicht so einfach, Jugendliche dazu zu bringen, zu Hause zu bleiben. Deswegen sollte man akzeptieren, dass junge Menschen ausgehen wollen ... aber nur unter gewissen Bedingungen.

Hier sind sechs Ratschläge, damit alle den Abend genießen können ...

1 Wenn junge Leute ausgehen, müssen sie den Eltern unbedingt sagen, wohin sie gehen. Wenn sie auf eine Party gehen, müssen sie die Adresse zu Hause aufschreiben.

2 Ihr Kind sollte nur mit Freunden im gleichen Alter ausgehen; diese Freunde sollten Sie auch schon kennen.

3 Klar verlässt man die Disco nicht um zehn Uhr! Doch wenn Sie wollen, dass Ihr Kind zu einer bestimmten Zeit nach Hause kommt, erklären Sie ihm, dass es nur um seine Sicherheit geht.

4 Ihr Kind soll nicht alleine nach Hause kommen. Wenn nötig, könnte er/sie einen Freund /eine Freundin mit nach Hause bringen. Wenn keiner in der Gruppe ein Auto hat, sollten Sie entweder selbst Ihr Kind abholen oder ein Taxi bezahlen.

5 Sie sollten mit dem Kind im Voraus entscheiden, wieviel Geld er/sie am Abend ausgeben darf.

6 Ihr Kind soll höchstens einmal in der Woche ausgehen. Das hängt natürlich von den schulischen Leistungen und dem Benehmen zu Hause ab.

Wenn Ihre Kinder sich dazu bereit erklären, diese Bedingungen zu respektieren, müssen sie dazu stehen. Zeigen Sie, dass Sie Vertrauen zu Ihrem Sohn/Ihrer Tochter haben. Wenn Ihre Kinder ausgehen, sollten Sie keine guten Ratschläge geben, die Ihren Sohn/Ihre Tochter ärgern könnten.

---

1 War dieser Artikel in einer Zeitschrift für (a) Eltern oder (b) Jugendliche?

---

2 Welcher Titel passt zu welchem Punkt oben (1–6)?

a das Geld
b Mit wem?
c Wie oft?
d Wann?
e der Ort
f der Heimweg

---

3 Wie findest du den Artikel? Ist er vernünftig? Ordne die sechs Punkte der Reihe nach.

Beispiel: Nummer 1 = *das Vernünftigste*, Nummer 6 = *das Unmöglichste*

★ Arbeitet zu zweit. Vergleicht eure Listen. Seid ihr miteinander einverstanden? Schreibt weitere Ratschläge auf.

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Fernsehen

Name .... Klasse .... Datum .... Dauer ....

1

Was paßt zusammen?

a eine Natursendung
b ein Krimi
c ein Trickfilm
d eine Sportsendung
e eine Quizsendung
f eine Musiksendung

1. Fragen und Antworten mit Heike!

2. Die doofen Detektive

3. Mickey und Mini in Berlin

4. Mein Elefant hat ein Problem

5. CD-Wunderland

6. Bälle, Schläger und Tore

2

a) Sieh dir das Programm an und nenn die Sendung.

Zum Beispiel: a) Das ist die Sportschau.

a Eine Sportsendung um zehn nach sieben.
b Diese Seifenoper kommt um Viertel vor sechs im RTL.
c Dieser Film beginnt um sechzehn Uhr.
d Das ist ein Film aus dem Jahr neunzehnhundertneunzig.
e Das kommt nach den Nachrichten im ZDF.
f Diese Serie kommt um Viertel vor vier im RTL.
g Das ist ein Dokumentarfilm. Er dauert eine Stunde.

b) Welche Sendung wählen diese Leute?

a Maria sieht sich gern Trickfilme an.
b Sven will wissen, was heute passiert ist. Er kommt um zehn vor sechs nach Hause und muß um 18.20 Uhr wieder weg.
c Sigi hat diese Woche einen Lottoschein gekauft. Hat er etwas gewonnen?
d Janine kommt um 17.30 Uhr nach Hause. Sie muß sofort etwas essen. Um 18.00 Uhr sieht sie sich was Lustiges an.

Samstag 07.10.

ARD1

16.00 Tagesschau, *Nachrichten*
16.05 Disney Club
17.10 Sportschau
18.10 Report, *Magazin*
19.10 Sportschau
19.50 Lotto

Pro7

16.00 Cousteau, *Dok.*
17.00 Kung Fu, *US-Serie*
17.55 Nachrichten
18.15 Rocky 5, *US-Aktionsfilm, 1990*

RTL

15.45 Das A-Team, *Serie*
16.45 Beverly Hills 90210
17.45 Melrose Place, *Seifenoper*
18.45 Aktuell, *Nachrichten*
19.10 Ein Mann gegen alle, *US-Western, 1960*

ARD2

16.00 Liebe, Luft und lauter Lügen, *Dt. Spielfilm, 1959*
18.00 Die Känguruh-Lady, *US-Komödie, 1988*

ZDF

16.00 Hera Lind und Leute, *Talkshow*
17.00 heute
17.05 Die Schwarzwaldklinik, *Serie*
17.45 Heartbreak High
19.15 Berliner Weiße mit Schuß, Serie

Fernsehen MACHT Spaß

★ Wie sieht dein idealer Fernsehabend aus? Beschreib ihn!

★ Sendungen?
★ Dauer?
★ Moderatoren?
★ Was ißt du?

Mein Fernsehabend beginnt um ... Dann kommt ... Die nächste Sendung heißt ...

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German Teaching, December 1997, No 16, 23–34

Reviews

Carol Gray
Reviews Editor

Deutsch? Kein Problem! Strategies and Resources for Special Needs

Sue Brown and Susanne Borgwart

German Songs for Special Needs

Elissa Collins with Susanne Borgwart

John Murray, 1996. Book (182 pp.) with cassette and booklet (47 pp.): £37.50, ISBN 0-7195-72819

Deutsch? Kein Problem! represents a potentially very useful resource for teachers working with special needs pupils at Key Stage 3. It provides a scheme of work divided into independent modules based on the national curriculum areas of experience, along with a flexible range of materials and suggestions for their use selected from widely recognised good teaching practice. Accompanying each module are series of clear pictures and symbols which with dextrous use of unlimited photocopying funds can be used to create anything from flashcards to sets of dominoes, and there are generic templates for use in the production of worksheets as well as of a variety of well-established language learning games such as pelmanism, noughts and crosses and battleships. There is also an accompanying songbook with cassette which reflects the modules and offers potential for classroom karaoke and creativity with the provision of a tune-only backing track on the second side.

On the whole the resources are well presented with many useful practical tips covering a wide range of possible activities as well as assessment points, assignments for the pupils and reference to attainment target level descriptors. Cross-referencing is usually precise and easy to follow, although the greetings flashcards referred to in Module 1 (i) appear not to exist and I found the instructions for the game of Beetle rather confusing. These are, however, minor points in what is otherwise a very clear and helpful format. Some of the claims made in the introduction for the materials are in fact a justification of language learning *per se* for pupils with special needs rather than benefits of these particular resources, and most mainstream modern language departments will already have similar materials in place for use with all their beginners. Nevertheless the pack will provide useful support for special needs schools and departments, and mainstream language teachers will also find it a welcome short cut to producing interesting, lively materials to plug gaps in their own stocks.

CAROL GRAY
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Education in Germany: Tradition and reform in historical context

David Phillips (ed.)

Routledge, 1995, xi + 292 pp., Hb £30, £45, ISBN 0-415-11397-0

Educationalists and Germanists have waited a long time for a comprehensive English-language volume on education in modern Germany. Apart from the Max-Planck Institute's *Between Elite and Mass Education* (1983), there has been little to match Arthur Hearnden's volumes from the 1970s. This substantial and well edited collection of fifteen previously published essays and articles brings together some of the best known names in the field and builds a fascinating picture of both the origins of the current educational system and its strengths and weaknesses.

The first and most impressive part ('The forces of tradition') looks at how the contemporary system is shaped by its 'historical inheritance' and how the interplay of legal and political controls makes life difficult for the reformer. It opens with Robinsohn and Kuhlmann's well known (and now rather historical) essay which, among other things, illustrates the way cultural federalism has acted as a brake on innovation and experimentation. Chapters by Hearnden and Mitter explore problems and options for reform seen from the perspective of the mid-1980s. Phillips' cogent investigation of what we can learn from the German system (essentially the success of the Realschule and vocational training) illustrates clearly the system's attractions but sounds the warning that any education system is embedded in the particular nation's culture and history, and that what works in one 'soil' will not always easily transplant to another. Christoph Führ's readable chapter on higher education policy is the only one to deal specifically with a sector which, if not in crisis, has reached a period of major uncertainties and challenges.

Part Two ('Standards and assessment') is, in editorial terms, the most awkward of the four. It includes the famous and substantial article by Prais and Wagner revealing the superiority of German pupils' level of qualifications compared to our own schoolchildren's, followed by a comparatively slight and largely descriptive piece on assessment in German schools. Glowka's important 'Anglo-German perceptions of education', on the other hand, goes far beyond assessment and standards; it underlines the danger of an undiscriminating approach to German education, showing that British policy makers' interest in certain aspects of the German system is a classic example of using international comparison to legitimate already established policy goals.

Part Three ('Vocational education and training') provides a number of different perspectives on the one area of German practice most admired in this country. While the four chapters rightly point to well known strengths, they also draw attention to weaknesses, such as the scarcity of training places in many occupations, the rising level of qualifications upon entry to the 'dual system' which is disadvantaging the traditional *Hauptschule* entrants, and the fact that large numbers fail to find employment in the trade they have been trained for.

The three chapters in the final section ('Education in the New Germany') seek to bring the reader up to date with post-unification developments but merely take the story up to December 1991. Nevertheless, Führ's chapter provides an excellent overview, while Phillips' comparison of the situation in the GDR in 1989 with post-war German education is illuminating, clearly showing the tendency for tradition to be upheld in times of transition or significant historical change. There is also much food for thought in the suggestion here that in those *Länder* which have introduced a new type of unitary secondary school to replace the *Realschule* and the discredited *Hauptschule*, there is a danger of reverting to the situation in England and Wales before comprehensivisation.

A few minor quibbles include the absence of a composite bibliography (though end-of-chapter referencing is comprehensive), the relative neglect of higher education compared to secondary schools, and the duplication of a good deal of factual material. On the whole, though, an excellent volume which will prove a useful companion to German studies and (with its scrupulous translation of all the German) an even more valuable tool for the comparative educationalist.

JOHN KLAPPER
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Thomas Mann. Der Tod in Venedig

T. J. Reed (ed.)

Bristol Classical Press, 1996, 183 pp., £9.95, ISBN 1-85399-468-5

The handicap in teaching Thomas Mann's *Der Tod in Venedig* had been the lack of a version annotated in English. This disadvantage has been overcome by the 2nd edition of T J Reed's publication with a lengthy introduction, bibliography and notes.

For whom is this edition intended? In the first instance for undergraduate students, as from personal experience I know that the theme is difficult to teach to sixth formers, although not impossible. As with most introductions to literary works this one should not be read until after a first reading of the text. The first section gives a lucid explanation of the background, purpose and interpretation of *Der Tod in Venedig*. Section two places it in the intellectual climate of its time and seeks to tie it in with Mann's own intellectual development and views, finally leading into the classical references and the symbolic importance of Venice and the outbreak of cholera there.

The third section takes us into the Greek origins of the work, for from here will stem the justification or condemnation of the central theme, homosexuality. Professor Reed mentions Mann's own sexual orientation, which before the availability of his diaries in the 1970s, although obvious, was the love one dared not name. However, he is still not so explicit as Ronald Hayman in his biography of Mann (New York, 1995), in which are described the relationship and attraction Thomas had for his adolescent son Klaus (although only six at the time *Der Tod in Venedig* was published). Professor Reed centres on the feeling of *Sehnsucht* as the driving force behind von Aschenbach's emotions for Tadzio, and *Sehnsucht* is a yearning for two ideals which can never be reconciled.

The short fourth section deals with Visconti's film version and Britten's operatic adaptation and this is followed by a short chronology and a more than sufficient bibliography relevant to the work.

After the text twenty-one pages of notes appear, which while being helpful, particularly with the classical references, are aimed for the more expert reader rather than the sixth former, as are the themes and questions for discussion. Professor Reed's book is a welcome addition for all students of Thomas Mann.

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Thematisch 8

Photocopiable resources for German beyond 16

Mary Glasgow Publications, 1996, 80 pp., £51.99; cassette £8.75 + VAT, ISBN 00-95-5392-4

I am not normally a fan of Mary Glasgow – who has a lot to answer for when it comes to demeaning serious foreign language study at schools – but these photocopiable resources for 6th formers are well worth thinking about.

Thematisch is an annual subscription service for A-Level or H-Grade German students. As the title indicates the publication is based on broad themes, and it has reached its 8th volume with this year's Series 8. Some themes from earlier issues are taken up again, such as 'Jugendliche in Deutschland' and 'Beruf und Arbeit' (both from *Thematisch 3*) and 'Umwelt' (from *Thematisch 1*); new topics, 'Kunst und Kultur', 'Aspekte Österreichs' and 'Gesellschaftsprobleme von heute', are most welcome.

Every folder begins with a few 'stop press' pages which deal with recent events and developments in German speaking countries. The idea is excellent, but this year's offerings are articles on Steffi Graf's father and his alleged tax evasion, a new banking-per-telephone service in Munich and an interview with the president of the German Taxpayers' Association which are unlikely to enthrall Britain's hedonistic youngsters. The 'Kunst und Kultur' section offers a very good spread of material and – as is the case throughout this course – all articles are accompanied by exercises which are largely gap-filling and comprehension tasks, and some of the key vocabulary is given on the same page. My reservations about these exercises concern the absence of any grammar tests, e.g. the subjunctive in frequently used indirect speech, which needs addressing. Most of the tasks are of a lexicological nature, teaching idiomatic expressions and phrases. (Perhaps this shows Mary Glasgow's 11–16 sector origins where phrasebook German will make you pass GCSE with flying colours).

The audio cassette attached to the ring folder of photocopiable single sheets is a disappointment. The topics chosen are lovely, e.g. Struwelpeter, Thomas Mann, Sommertheater, Hip Hop, Lindenstraße, but what should be exercises for sharpening students' listening to the spoken idiom becomes instead an artificial skill of listening to someone reading aloud a text which is meant to be read and not listened to. The quality of the recordings is surprisingly poor, and the (laudable) attempt to find authentic speakers has produced a range of voices which are somewhat old, and some speak in curious accents.

I recommend this publication for its resourceful variety of materials and its great usability and, above all, for its price. You simply could not find authentic and contemporary reading materials for a little over £50 for the whole class, unless you collect them yourself, of course.

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30 Years of Language Teaching

Eric Hawkins (ed.)

CILT, 1996, ix + 424 pp. £14.95,
ISBN 1-874016-67-4

This excellent volume of essays has been published to coincide with the 30th anniversary of the Centre for Information on Language Teaching and Research (CILT). While many of the 25 contributors ('all leading authorities in their fields', we are told) clearly illustrate the key role CILT has played in British language teaching, the book is far more than a celebration of that organisation. It is, rather, an ambitious attempt to chart the development of foreign language teaching and learning from the early 1960s to the present day. This is no easy task, since, as the various chapters demonstrate, the changes in language-learning theory, methodology, curricula and examinations have been quite enormous.

The greater part of the book is devoted to practical issues and initiatives, but there is also an awareness in many contributions of the importance of a sound theoretical base for language teaching – something not always evident in writing on language teaching in the post-communicative age. The range of topics covered is vast: primary, secondary, further, higher and adult education, community languages, Welsh and Gaelic, materials, methods, educational technology, intensive language learning, learner autonomy, contacts with the foreign country, initial and in-service teacher training, research into language learning and even a brief section on ALL. Appendices provide a calendar of key events from the past thirty years, fascinating statistical information on entries to and performance in public language examinations, statistics on language learning in higher education, as well as a list of key acronyms and support organisations in British language teaching.

It is a testimony to the dedication and hard work of its distinguished editor that such a diverse volume should turn out to be so coherent. Apart from himself writing two and co-authoring one of the contributions, providing an editorial, an authoritative Introduction and an Index, Eric Hawkins prefaces each of the ten parts with a blend of quotations, personal comment and analysis. This serves not only to place contributions in a broader context but also, through internal cross-referencing, to bind the whole book together most effectively. Further evidence of editorial industry are the frequent cross-references to be found *within* the various chapters.

All in all, an impressive volume which I found both stimulating and informative. But who is it aimed at? Well, if one were to believe the inflated claims of the advertising blurb supplied with the book, there is no one in the British education system who can afford to be without this book. More realistically, I would commend it to language teachers in all sectors, but especially secondary colleagues, who will find it throws light on several aspects of their everyday activities; to researchers in the areas of language learning and teaching who will find here numerous useful references and statistics; and to trainee secondary teachers (and maybe their mentors too) for whom many sections will provide invaluable background and context for school-based work.

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A Level – Questions and Answers: German

Keith Tomlins

Letts Educational, 1996, 110 pp., CD, £9.95,
ISBN 1-85758-481-3

Study aids, How-To-Pass-Exams books, Revision crammers have always, like Linguaphone ('Learn to speak German in 6 weeks or your money back') existed exclusively outside mainstream school teaching. These publications are normally purchased by parents at Christmas or worried examination candidates in late April. So what are we to make of this A4 paperback publication produced by a 'real A Level examiner using genuine A Level examination papers'? I must admit I was sceptical, especially as far as its use in the classroom was concerned. Having studied the book in detail my initial scepticism has changed to genuine enthusiasm, not only because it is immensely useful for the self-motivated 6th former but it also answers all the questions we hard pressed teachers of A Level have to face from students whose sole interest in and objective for studying German seems to be getting a grade C or better in their A Level exam.

The book comes complete with a CD in a small sleeve attached to the inside back cover: a clever move as cassettes are always getting lost or broken. The introductory music to each of the speaking and listening tasks is, predictably, and irritatingly, that of an oompah brass band. Stereotypes like this should be avoided; and the woman examiner in the speaking units sounds somewhat tired and fed up, unlike us who are sparkling practitioners! I thought the '3 minute presentation' sample was very good, although it was clearly scripted, as was the whole of the speaking session. A 'real' examination might have been nice, but the questions used were well chosen and representative. As for the listening passages, they were the real thing; at last we had professional voices, and in one or two examples, authentic German radio broadcasts, e.g. the weather forecast on task 8.

The book has a unit for each of the Four Skills, introduced by Revision Summaries and Examination Techniques where the author shows his valuable experience as an A Level examiner. He also provides examiner's tips and commentaries to specific examples from past papers, e.g. 'English speakers muddle up *konnte* and *könnte* because they both can be translated as "could".' As for the listening and reading passages, answers and mark schemes are provided with an examiner's tip of what to look for and concentrate on.

Much of the work done in Year 13 is a preparation for passing A Level. Were this not our priority we would belie the trust our students and their parents have in us. After Christmas in Year 13, 'A Level – Questions and Answers' could well be the only 'textbook' you are using, except, that is, for literary texts the study of which is, for some of us, the real purpose of A Level teaching.

GÜNTER LEMAN
The Broxbourne School, Hertfordshire

German–English Dictionary of Idioms

Hans Schemann and Paul Knight

Routledge, 1995, xxxvii + 1253 pp., Hb. £65,
ISBN 0-415-14199-0

This dictionary was originally published with German speakers in mind as one of Klett's PONS series of idiomatic bilingual dictionaries. All the volumes in the series are based on the same 33,000-expression corpus. By linking target-language entries to the same German corpus the aim is to make it possible to compare idiomatic expressions across the main European languages.

The material in the Routledge volume, which has been written for foreign learners of German, is based on contemporary literary works (both 'höhere' and 'weniger hohe Literatur'), newspapers, magazines and specialist journals, as well as observations of contemporary spoken language. The Introduction defines idiom very widely to include all expressions restricted by a linguistic, situational, social or historical context. It is this comprehensive coverage which makes the work such a useful tool for (advanced) learners of German.

Entries are marked not only for style level ('literarisch', 'gehoben', 'normal', 'umgangssprachlich', 'familiär', 'salopp', 'vulgär'), but also for rhetorical effect (e.g. 'ironisch', 'scherzhaft', 'pejorativ') and for whether they sound clichéd or formal. An idiomatic English equivalent is then given, along with alternatives for varying contexts.

The thing that makes the dictionary so distinctive, however, is its clear contextualisation of all expressions, sometimes in the form of a dialogue which illustrates how the idiom is used and which often, in addition, paraphrases it. For example:

> (etw.) **vom Blatt spielen** to sight-read (s.th.), to sing (s.th.) at sight
>
> Hast du die Sonate vom Blatt gespielt? – Ja. Ich hatte das Stück zwar schon häufiger gehört, die Noten aber nie gesehen.

Another attractive feature is the use of several examples to illustrate expressions with multiple meanings. Thus, there are ten different uses listed for 'fertigmachen' and each is richly illustrated with an informative example in context.

The hierarchical listing system works very well, with nouns taking precedence over verbs, then adjectives, adverbs, pronouns, interjections, etc. (thus you find 'auf den Tisch hauen' under 'Tisch' rather then 'hauen'), making it surprisingly easy to look up idiomatic expressions – something students can waste a lot of time on when using a conventional bilingual dictionary. To test both this hierarchy and the range of the dictionary I looked up the following selection of idioms, collocations, similes and metaphors, chosen quite at random from some of my teaching materials.

eine Eselsbrücke bauen
den billigen Jakob abgeben *
die Lage verschlimmbessern
wie die Kuh vorm Berg dastehen *
es darauf ankommen lassen
mit Kanonen auf Spatzen schießen
mit dem Kopf unter dem Arm
der eigentliche Macher sein *
nach Hause kommen *
aus diesem Beispiel Hoffnung
schöpfen
ein eingefleischter Junggeselle
endlich sein Fett weghaben
ihm eins vor den Latz knallen
den Anschluß verpassen
wie ein Ritt über den Bodensee *
mit Griffen und Kniffen *
die Firma auf Trab bringen
es nicht so dick haben
ein Sprung ins kalte Wasser *
dem Rotstift zum Opfer fallen
den Lückenbüsser abgeben
einen Persilschein ausstellen
die Qualität blieb auf der Strecke
da mochten die Volksvertreter nicht
zurückstehen
aus dem Häuschen geraten
halb so wild
sich die Seele aus dem Leib gähnen *

All 26 of these were listed in the Routledge dictionary, while the 8 asterisked items could not be found in the large Collins bilingual dictionary This was by no means a scientific test and I was certainly not trying to find especially obscure expressions, looking rather for expressions students might easily encounter in the quality press. Nevertheless, the result is impressive. More important than range, however, is the ease with which the idioms can be found – often twice as quickly as in the densely packed Collins.

This outstanding dictionary is a veritable treasure-trove for lovers of the German language and a practical reference tool for advanced students, perhaps particularly those working on German–English translation. Sadly, it is far too expensive for most school and college libraries – and even for many university ones these days, I fear – but the good news is that the publishers are planning to bring out a slimmed-down version at the end of 1997 (price not available at the time of writing).

JOHN KLAPPER
University of Birmingham

Cambridge Express German. Klassentreffen

Paul Webster

Cambridge University Press, 1996, Schülerbuch:
vi + 151 pp., £7.95; Lehrerhandbuch:
107 pp., £35; Cassette pack: £45,
ISBN 0-521-42698-7/42699-5/42700-2

Klassentreffen is the first part of a course designed for students taking German as a second foreign language in two or three years. The course, *Cambridge Express German*, comprises two stages: *Klassentreffen* which is suitable for beginners and *Euroskop* (expected publication in May 1997) which takes students to GCSE and other first examinations.

Teachers who decide to purchase *Klassentreffen* will need just the three components: the student's book, the teacher's book and the cassette pack. The *Schülerbuch* is an attractive and colourful volume, divided into twelve chapters, covering the topics one would expect in a publication of this kind. There is also an introduction, which tells students what they will be learning in the course of each chapter, and the methods which will be employed. At the end of the book there is a section on strong and irregular verbs and a short glossary. The setting for this course is Klasse 8b at the Luisenschule in Essen, and the students are encouraged to empathise with a group of German teenagers.

The *Lehrerhandbuch* is a spiral bound volume containing a general introduction with some teaching hints, a summary grid of chapter contents, and detailed notes for each chapter, including tapescripts of the cassette recordings. There is a series of photocopiable worksheets at the end of the book: these are fairly dull in appearance and range of activities. The cassette pack comprises three cassettes covering the different units in the course book and a fourth homework cassette. The homework cassette clearly states that 'this recording is copyright and unauthorised copying is illegal', and there is no indication in the teacher's book as to whether copies may be made for the class, but I understand from the publishers that teachers are at liberty to make copies for their class.

Cambridge Express German claims to 'provide a fresh and engaging approach to language learning'. The course itself however appears to this reviewer to follow a well established pattern, with little that is innovative. Those who are looking for a package designed specifically for students pursuing a two/three course to GCSE and/or those who are familiar with Paul Webster's previous publication *Schwarz, Rot, Gold* may well find this a welcome addition to the market.

SUE KAYSER
John Kelly Girls' Technology College, Brent

Vorsprung 1

Kate Corney

Collins Educational, 1996. Schülerbuch: 112 pp., £6.50; Arbeitsbuch: 63 pp., £2.75; Teacher's Resource Book: 128 pp., £10.75; Resources and Assessment Pack: 128 pp., £39.50; Cassette Pack: £59.95 + VAT. ISBN 0-00-320135-X/136-8/ 140-6/137-6/ 138-4

Vorsprung is a new two-year German course designed for students aged 14 to 16, with previous knowledge of the language, who are attempting the new foundation tier at GCSE. The course provides learners with advice on how to prepare for the exam, a vocational framework in which to learn German, simple instructions in the target language, grammar which is clearly and simply presented and a comprehensive glossary of terms used. There are regular opportunities for revision, including end-of-module and end-of-year assessments.

The Student's Book for *Vorsprung 1* is colourful and designed to motivate the less able student throughout the five modules, subdivided into fourteen chapters. An introduction attempts to pull together the basics of the language. It is followed by an alphabetical glossary of instructions, in which the key words are presented in colour. The chapters themselves contain a great deal of colour: in photos, drawings, signs and in the short printed texts. The pages are full, but uncluttered and inviting, and symbols indicate when the cassette is necessary to complete the task set.

The Workbook is an inexpensive black and white volume, clearly designed for students to write in. It is divided into two parts: additional activities for each unit in the main student's book and a section on preparing for tests and exams, with suggested strategies and practice tests on the five modules. Instructions in both English and German are clear and short. The Resources and Assessment Pack provides what it promises: tests across the four skill areas for each of the modules and an end-of-year exam, and resources in the form of certificates for the end of each module, masters for OHP transparencies (these are both in black and white and less than inspiring), worksheets and a tapescript. The Pack is usefully presented as a loose-leaf volume, which teachers must put into their own binder. The Teachers' Resource Book is a slim volume in four parts: an introduction; comprehensive teaching notes, which are cross-referenced to other components in the course, a mark scheme for assessments and sample materials from the Resources and Assessment Pack. The Cassette Pack comprises eight cassettes, seven of which accompany the units in the students' book, and the last, which is designed for revision and assessment.

Vorsprung is certainly not durch Technik, but a useful addition to the range of German courses available at GCSE level (and a sister course to the French *Vital*), and may be used as a unique course or in mixed attainment classes in conjunction with a different coursebook.

SUE KAYSER
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Thinking German Translation. A Course in Translation Method

Sandor Hervey et al.

Routledge, 1995, vii + 242 pp. Hb.: ISBN 0-415-11637-6. Pb.: ISBN 0-415-11638-4

This book offers a structured 20-week course in translation methodology and German–English translation. Modelled on a similar course for French (first published in 1992), it has apparently been taught successfully at final-year undergraduate level at St Andrews. The course book contains fifteen chapters (units), each of which require 1.5 to 2 hours of contact time, plus at least as much again from the student by way of preparation. Four further units (16–19) focus on contrastively interesting features of German grammar (modal particles, verb+adverb constructions, word order and emphasis) and are intended for practical work at any stage in the course. Here, for the only time in the book, translation is practised using isolated sentences and in the direction English–German.

As an introduction to the complexities of translation method, the book is well thought-out and helpfully written. Theoretical issues are introduced within a pragmatic focus on translation as a process and a product in which 'at best, a good TT produces a carefully fabricated approximation to some of the manifest properties of the ST' (p. 15). A wide range of issues are covered, including the question of equivalence, cultural factors, handling syntax and other formal grammatical features, literal and connotative meaning, and language varieties. It is also refreshing to see the sophistication of the student's native English emphasised as a major factor in successful German–English translation.

Each unit of the course comprises a helpful exposition of the factors to be taken into account, and a set of practical exercises. Most of the material necessary for completing these practicals is contained in the teachers' handbook, together with explanatory and contextual material for the tutor. In Unit 2, for example, the handbook contains an exemplary annotated English translation of a (quite demanding) literary text from the 1920s which also has the merit of making explicit the rationale underlying the translator's choices at various points and relates these to the overall 'strategic decisions' which are the theme of the unit in question. The teachers' handbook is thus an integral part of the package.

A wide range of German texts feature in the course – including journalism, spoken dialect, song, and various literary genres. A high level of linguistic and cultural competence in German is assumed, for example in handling literary genre, historical texts, social registers, and most of the audio texts (on cassette). So this may be a fairly ambitious course even for final-year undergraduates, and I suspect that it may be better suited to taught postgraduate programmes. In either case it will need to be delivered by a teacher with experience of translation techniques and/or applied linguistics. Given this, I think it is likely to succeed in its aim of improving students' appreciation of the issues involved in successful translation, and their competence on the practical side.

BILL DODD
University of Birmingham

Heinrich von Kleist. The Dramas and Stories

Anthony Stephens

Berg Publishers, 1994, vii + 311 pp., £49.95, ISBN 0-85496-708-7

This book, the culmination of Stephens's long academic preoccupation with Kleist, is a substantial, knowledgeable and sophisticated series of close analyses of all but the very shortest of Kleist's literary texts. It places most stress on the plays: individual chapters on each make up two thirds of the volume, followed by four chapters that pair thematically related stories, and an analysis of *Über das Marionettentheater* emphasising the essay's fictionality. The book's title implies, and its introduction states, that it 'has no single thesis'. This is true in a sense. However, there is much consistency both in the picture of Kleist emerging from the 'self-contained readings' and in the thematic conclusions to those readings. Kleist appears above all as an ironic, pessimistic writer, scathingly undermining the various ideologies – rationalist, classicist, romantic which dominate the intellectual life of his time by juxtaposing them with the chaotic realities of human behaviour in various spheres (familial, social, political) and with the resistance of reality as such to attempts to systematise and comprehend it. This is a modern view of Kleist, a revision of the essentially romantic-classical view which prevailed until recent decades, and it is also certainly well founded.

The strongest message of Stephens's interpretations is ambiguity. He expresses irritation at 'formulaic "keys to the work"' which he finds in other critics, and he seeks to demonstrate in the texts the presence of multiple 'semantic axes' or strands of meaning which are actively intended by Kleist not to cohere. The ironic denial of 'unified understanding' is – so Stephens indicates – the basis of Kleist's approach, operating at various levels: the characters' understanding of the world and themselves, the narrator's understanding of the characters (in the stories), the reader's understanding of characters, world, text, and the relationship of text and world. This yields some subtle and interesting readings. Stephens finds characters in certain texts enacting, and switching randomly between, preformed roles; he finds Kleist as a whole evolving an 'alternative psychology' of behavioural dislocation, exploding causality; he places much emphasis on 'parody', the ways in which a Kleist text ironises other works and genres and in the process subverts its own status as representation; he finds Kleist to be an 'experimental' author, engaging in an 'unending play of ironies' with textual meaning.

This focus on ambiguity and ironic textuality is fruitful, but its danger is precisely that which Stephens discerns in other approaches, namely that of 'clos[ing] off particular avenues of reference'. Ambiguity is a thematic nonclusion or 'semantic axis' too, and risks being a 'formulaic "key to the work"' like any other. And occasionally Stephens's analyses seem to resort to the conclusion of ambiguity prematurely, before the empirical causal links which Kleist certainly builds into his texts, above all into the representation of character behaviour and motivation, have been fully traced. Kleist's works are informed not just by a sense of ambiguity and interpretive aporia, but by a tension between that and a counter-vailing sense that phenomena do very much hang together causally. Sometimes in Stephens's book the latter – in effect Kleist's realist dimension – gets short shrift.

Stephens's book is an important contribution on Kleist, if not really an ideal first introduction for the general reader. John Ellis's book *Heinrich von Kleist of 1979* is a more essential introduction to the ironic anti-idealist Kleist. Stephens's guide through issues of textuality and ambiguity in the author is a further step, although certainly one worth taking, towards an understanding of the issues Kleist's work now raises.

MICHAEL PERRAUDIN
University of Birmingham

Unternehmen Deutsch: Lehrwerk für Wirtschaftsdeutsch

C. Conlin

Chancerel, 1996. Lehrbuch, ISBN 1 899888 05 5, £10.95; Cassettes (2), ISBN 1 899888 06 3, £20 + VAT; CD pack £24.68 + VAT, ISBN 1 899888 10 1; Arbeitsheft, ISBN 1 899888 03 9, £5.06 + VAT; Teacher's Guide, ISBN 1 899888 12 8, £2.50

This is Chancerel's first publication with the UK market in mind. The company has been in existence since 1976 and last year became an associate company of Ernst Klett of Stuttgart. *Unternehmen Deutsch* is a vocational course aimed at an unusually broad spectrum of potential students, that is, those studying German in upper secondary school, further, higher and adult education and through in-company training. It presupposes approximately 200 hours of German teaching and itself offers material for about 96 hours. The general focus is the world of business and commerce, but the wealth of material contained in the books and tapes or CDs also provides an excellent insight into many aspects of German life.

Unternehmen Deutsch can be used as a course book or simply as a source of authentic and interesting material. It contains ten chapters with different themes, some clearly business-oriented such as 'Import-Export', 'Auf der Messe', others practising more general skills such as 'Sich kennenlernen', 'Am Telephon', and 'Unterwegs in Deutschland'. The chapters are divided into between four or six sections, each of which form the basis of a lesson. The choice of topics is good, rather surprisingly there is no section on banking and personal finance in Germany. Although the chapters can be used in any order, there is a gradual increase in the difficulty of the materials and exercises provided.

The colourful and attractively laid out A4 size text book with its excellent illustrations is extremely good value for money. It is available in both monolingual and bilingual versions, and the latter has a vocabulary list with English equivalents, explanations in English in the very full and useful grammar section, and periodic English insets in the German text offering suggestions for further language study. A Work Book and Teacher's Guide offer further exercises, tests, and suggested solutions.

Although the main emphasis of the

work is on speaking and understanding German, many imaginative written tasks are suggested. Of particular value is the large number of outlines for possible dialogues between students based on the subjects covered in the text book. The recorded material has an authentic feel and offers realistic talks, dialogues, interviews and telephone conversations. In short, a very practical course which would benefit a wide range of students and will stimulate both teachers and learners by its distinct focus, the useful information it conveys and the flexibility with which it can be applied.

GODFREY CARR
University of Warwick

New Breakthrough German

Ruth Rach

Macmillan Press, 1996, 248 pp. Book: £10.99, ISBN 0-333-63713-S; Cassettes: £25 + VAT, ISBN 0-333-63715; Book & cassettes: £35, ISBN 0-333-63714-3

The publishers state that this is a completely revised edition. It comes with four cassettes which are absolutely essential if success is to be achieved. The course is primarily aimed at people wanting to learn German on their own. The book contains therefore long explanations in English about language phenomena, sentence patterns, pronunciation of sounds, settings for exercises, etc. – basically those points a teacher would try to convey orally in the class room.

The language material is presented in familiar topics (Talking about yourself, Directions, Ordering a meal). The author suggests that the German would be sufficient for business trips. This I strongly dispute unless one understands by 'business trip' only social interaction and not technical negotiations taking place on the business level. Each chapter contains several units, each dealing with one teaching point only, followed by exercises on tape and in the book. Each chapter finishes with grammar notes, extra exercises, a list of key words, general information about life in Germany and the answers to the exercises. The recordings are very clear. The German conversations are authentic and lively.

I gave the course book to three students taking adult education classes. Student A, an intelligent, dedicated, determined raw beginner, found the course easy to follow. It kept her interest going straight through to unit 5 in the first week. She praised the colourful presentation of the book and found it well set out. She did however find the dialogues on the tape too fast for her to discern without following the written texts. She described the exercises as easy, though minimal, and would have liked more of them. Her general comment was 'very good' and 'good value for money'. Student B, who has attended an evening class for two years, found the content comprehensive, the listening material however still fast and at times hard to make out. He found the course useful but added 'if I had listened to the material two years previously without a tutor, I would have found the content daunting and would probably have given up on it.' Student C, having attended evening classes for several years, still commented on difficulties understanding the spoken word, but praised the authenticity of the recordings. When asked about the usefulness of the course for evening classes all three pointed out that extensive notes in English were not necessary when there is a tutor. All three would hope for more practice material in class.

Learning a language on your own is never an easy option. I asked friends whether they had ever bought a language tutor for self-instruction. Yes, many had – but hadn't got very far with them, because of lack of time and/or having found their 'tutor' too hard going. I feel this book and its tapes try to combat the latter point. The course offers systematic help in a lively, attractive form. A determined, dedicated learner, willing to invest a considerable amount of time, would gain a grasp of everyday functional language and get his 'ear' attuned to understanding the spoken language.

ELISABETH SCHULTE-HARRISON
Our Lady's School, Chetwynde, Barrow

Meyers Großes Taschenlexikon in 24 Bänden

B.I. Taschenbuchverlag, 1995, DM 258-, ISBN 3-441-11005-8

The fifth edition of this classic in encyclopaedias appeared in 1995 only three years after its previous update in 1992. It offers extremely good value for the price of DM 258, which for some Germans I talked to, seems to be low enough to enable them to dispose of their older versions and buy an update.

The 24 volumes come in a very practical plastic perspex cassette which is open at the front and allows the books to sit safely on a shelf even when a few copies have been taken out for use. The backing of the volumes has been 'modernised' since the 4th edition. Pictures have been printed running over the spines of several books. Whilst achieving a more interesting, lively appearance on the shelf the addition of pictures has made it more difficult to read the letters on the spine defining the content of each volume.

The encyclopaedia prides itself on its 150,000 entries on 7680 pages, 1049 coloured pictures, 458 black-and-white photographs and 1993 drawings, many of them in colour. The entries are short and precise, supplying a starting point for further research. When I was in Germany in the summer I compared it with the 12 volume pocket book version, also by Meyers (DM 128). *Meyers Großes Taschenlexikon* contained, as one would expect, both considerably more entries and often more detail. I also compared *Meyers T.* to its rival encyclopaedia in pocket form, the dtv *Brockhaus Taschenlexikon*, a new edition of which was due to appear in January 1997.

The reading of both encyclopaedias requires good eyesight of their users since the writing is small and in the case of *Meyers T.* pale. When comparing content I got the impression that *Meyers T.* stresses more humanistic and literary, dtv more the science aspects. I took, for example, the entries for the Nobel prize winner for literature in 1993, Toni Morrison. Both encyclopaedias supply information about her life and list her main works. *Meyers T.* however also offers a short analysis of the main themes of her books. Science entries I compared tended to be expressed in *Meyers T.* in an easily accessible language for the lay person, while dtv tended to offer more formulae and technical terms. The keywords entered were to some extent identical; differences may well depend on different years when they were published and their different slants.

In summary, this pocket-book encyclopaedia offers extremely good value for DM 258 and 40 cm of shelf-space. I can fully recommend it not just for School and University libraries but also for purchase by individual teachers of German.

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SOS Deutsch

Richard Wall

Mary Glasgow Publications, 1995, 144 pp.
Pupil's book, teacher's book, 3 cassettes,
ISBN 0-7487-2007-3/ 2009-X/2008-1

One has come to expect practical, helpful publications from the Mary Glasgow stable and *SOS Deutsch* is no exception. It is meant to complement their earlier book *Hilfe* and, although it does not itself claim to prepare pupils for the GCSE examination, most teachers will want to know to what extent this book serves that purpose. In general, because it does so well achieve its stated aim to teach 'carefully selected language and relevant facts for use on a visit to Germany' it will be of benefit to learners of all categories including a broad range of GCSE candidates, especially those aiming for the higher levels.

The contents are divided into twenty-four, standard-type topics, each of which usually occupies six well-filled pages. A brief introduction in English and some appropriate photos set the scene and the remainder of the first four sides is filled with on average a dozen exercises covering each of the four language skills. Schlüsselwörter appear in a shaded box at the end. The other two pages, headed Extra, give further practice at a slightly more advanced level. A feature, in line with the current trend, is the relative absence of English, both as a medium for answers and as a way of explaining what to do with each exercise. This latter task is conveyed by a system of symbols which are clear enough in themselves and which are explained to the student in English in the first topic. One is told that the topics can be tackled in any order and so the less attentive student may not immediately be able to sort out what to do, especially in a self-programming situation, although helpfully a specimen answer is always given. The required answers are always short, often just a single letter of the alphabet, and where they exceptionally expect more than one (German) word it is only a matter of filling a gap in a given sentence. Formal grammar teaching is avoided, although some of the later pages do expect an understanding of the basic rules.

The accompanying teacher's book explains concisely the overall approach. It also contains the answers to the exercises, and the tapescript to all the listening material. The three cassettes require the use of the pause button but they present a variety of clear, young, German voices, recorded in a dry acoustic. All in all *SOS Deutsch* is to be commended for its no-nonsense, down-to-earth approach. Any student, young or old who works steadily and conscientiously through this book, either on his own or as a class activity, will acquire a sound mastery of enough basic German to cope well with the practical side of a visit to Germany, not to mention the more prosaic business of gaining a good grade in the modern GCSE exam.

GEOFFREY MARTIN
formerly John Smeaton Community High School, Leeds

The Friendly German-English Dictionary. A Guide to German Language, Culture and Society through 'Faux Amis', Literary Illustration and Other Diversions

Fred Bridgham

Libris, 1996, xv + 319 pp., £14.95,
ISBN 1-870352-67-X

This book has received some lavish praise since it first appeared, and deservedly so. It is an entertaining, erudite, mazy curiosity cabinet of German culture, past and present, employing a *faux amis*-dictionary format as a peg on which to hang whatever of relevance comes to mind. Here we have a redoubtable old-style natural history collector for whom the bugs, butterflies, etc. happen to be words. Most of the headwords look or sound more or less like related or unrelated English words, but if the author has something interesting to say about the habitat(s) of any lexical item, he will certainly do so: **Schrecken**, for instance, generates a lengthy and typically wide-ranging entry, motivated by its similarity(?) to 'shriek'; and **Deutschland** has an even longer and more useful entry, with, in this case, not a false friend in sight. His licence to indulge succeeds because he (a) writes wonderfully well, (b) can weave intricate and illuminating webs around anything he chooses, and (c) knows what native English-speakers might find interesting about the target culture: a native German-speaker could not have written this book.

It is not possible to select a wholly representative quotation from such a cheerful *Sammelsurium*, but the following entry contains many typical features (the asterisks below indicate that 'English' (in fact: **englisch**) and **Fraktion** are also headwords): 'DIVISION n.f. a military or mathematical division, but not a parliamentary one. This is officially known as *ein Hammelsprung*, which signifies rams jumping over a gate (a more virile metaphor than the counting of sheep), under the guidance of the *Haupt-Einpeitscher* (literally 'chief whipper-in' – a less well-known, journalistic word which raises a smile, probably a straight anglicism, though also perhaps an echo of Goebbels' attempts *als Einpeitscher der Nation* to work the country up into a frenzy); if there is a three-line whip: *bei der Abstimmung besteht Fraktionszwang**. The Germans do not appear to share the French view that whipping is *le vice anglais*; for them, the English* disease, once rickets, is now strikes (70 days lost per 1000 employees between 1989 and 1993, compared with 18 in Germany).'

Just a few quibbles, in case a second edition is scheduled in due course: German army service officially lasts ten months rather than nine as stated, and *Zivildienst* thirteen rather than twelve. Also, the first line of *Stille Nacht* should read . . . *einsam* . . . rather than . . . *einer wacht*, given that both Mum and her husband are involved.

I am not sure that the grouping of headwords into thematic sections was worth the effort, not least because within any one entry the number of disparate topics touched upon can be legion. More importantly, the division into thematic sections requires that the index be consulted – Roget- rather than dictionary-like – if the book is to be used for reference rather than just browsing. The index, however, contains only headwords (all letters in lower case!), even though the number of German words discussed vastly exceeds the number of headwords, so currently it is sometimes difficult to retrace one's steps: e.g. having read something interesting in the dictionary last week about the origin of *Deutschland, einig Vaterland*, the chances of relocating it this week at a reasonable speed are much reduced by the fact that the reader has to look not under **Deutschland** but **Parole**.

To author and publisher congratulations, too, on excellent proof-reading.

GLYN HATHERALL
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Viel Erfolg! German to GCSE

Alistair Brien et al.

Oxford University Press, 1996. Book 144 pp., £7.50; Cassette £17.50, ISBN 0-199-12218-0

Viel Erfolg is intended as a revision tool in the GCSE year for more able candidates and as such would provide a welcome break for pupils from the coursebook with its all too familiar layout and expectations. It consists of an attractively laid out book in colour accompanied by a cassette.

The book is divided into twelve units, preceded by a useful overview and exam hints. The latter are specifically addressed to the pupil, suggesting that the book may be used as self-access material at home as well as in class. There are ideas for improving dictionary skills, an important aspect of the new exam.

Each unit covers the four different skills with authentic listening material, mainly interviews and dialogues by young people, in clear and idiomatic language. Additionally, there is a useful selection of basic grammar exercises, not always available in some recent courses. The illustrations and photographic material are suitable for the age range i.e. mainly Year 11 pupils. The striking aspect of each unit is the tremendous variety of tasks available, ranging from crosswords and surveys to reading passages, true or false statements and verb practice. The vocabulary section at the end of each topic is an extremely helpful tool and could be photocopied easily. In line with the requirements for the new areas of experience, such titles as *Arbeitspraktikum* and *Umweltschutz* are to be found alongside the more traditional *Freizeit* and *Schule.*

At the end of the units there are four tests with listening material which could be administered at school or by the individual. By this stage the pupil should be familiar with the instructions all being in the target language but reinforcement is always helpful! A comprehensive grammar survey, table of irregular verb forms, the tape transcripts and answers to every exercise in the book complete this revision course.

A great deal of flexibility is possible in the exploitation of the material and the emphasis to be placed on the different skills. (There is, for example, plenty of scope for oral practice in the cartoons and dialogues included.) All teachers should be grateful for the opportunity to explore revision material in a format different from that of their coursebook. Some teachers might find it valuable at the start of an 'A' Level course if not already in use beforehand. In short, an excellent addition to existing courses. *Viel Erfolg!*

JULIA WATSON
Uppingham School, Rutland

German Listening and Speaking. Level 2. Assessing Language Units for NVQs and GNVQs.

2nd edition

Tess Gonet et al.

Kite Educational Publishers, 1996. Book 80 pp. 25 assessment sheets. 1 range map. 6 evaluation sheets. ISBN 1-900130-36-X

Das KITE-Programm, ein zusammengestellter Themenkatalog für das NVQ/GNVQ konzentriert sich auf Hör- und Sprechübungen. Es reflektiert das daraus resultierende Sprachniveau der Stufe 2 und komplementiert somit die Rahmenbedingungen des Prüfungsausschusses (Languages Lead Body).

Die im A4-Format ausgeführte Mappe beinhaltet ein Anleitungsbuch, das auf Themensituatonen, Aufgabenstellungen, Bewertung, Fähig- und Fertigkeiten sowie Beurteilungskriterien hinweist. Ebenso gibt es doppelseitige Bewertungsbögen für die jeweiligen Themengebiete und eine Hörkassette, die sich insbesondere auf den eigentlichen Prüfungsnachweis der jeweiligen Elemente konzentriert und durch den Assessor bestätigt werden soll. Die Informationen des jeweiligen Bereiches, die sozialgesellschaftliche und auch geschäftliche Situationen darstellen, wirken eher sporadisch und zeigen keinerlei methodischdidaktische Verbindungen.

Die in sich selbst abgeschlossenen Themen, die durch Illustrationen, Statistiken u.ä. angereichert werden, bieten eine Reihe von Aufgabenstellungen, die auf Kommunikation und Hörübungen basieren und dem Studenten ermöglichen sollen, die Fertigkeiten zu praktizieren. Anleitungen werden kurz und präzise erklärt, jedoch gibt es nur einen Dialog zur jeweiligen Thematik und die im Buchanhang befindliche Vokabularliste fällt eher spärlich aus. Eine fachspezifische Orientierung durch eine in sich aufeinanderfolgende Abhandlung wäre im Zusammenhang mit den erforderlichen Kriterien nicht nur realitätsbezogener, sondern auch strukturierter und handhabungsfreundlicher gewesen, was das Lernvermögen und die Aufnahmefähigkeit hätte intensivieren können.

Diese Materialauswahl ist keine vollkommene Kursaustattung und ist somit nicht mit der GNVQ- Auflage *Talking Business German* (Stanley Thornes, 1995, siehe Besprechung in GT 13) zu vergleichen, sondern beschränkt sich eher auf den Bewertungsprozeß, wobei durchaus einige Anregungen aufgenommen werden könnten. Also hier ein weiterer Gedanke zur Belebung des modernen NVQ-bzw. GNVQ-Systems. Eine harte Nuß läßt sich eben nicht leicht knacken!

SABINE KRÄMER-BYRNE
University of Birmingham

Berlitz German Business Cassette Pack

Phrase Book (192 pp.) + Cassette (75 mins.) + Transcript. ISBN 2-8315-5156-0, £10.95

The small but substantial phrase book provides a handy source of business words and phrases. The five main sections are colour-coded for ease of reference. A well thought out contents list offers the following themes: Business communication; Travelling around; Introductions, Business presentations; Meetings, conferences and trade fairs; Negotiations; Projects and performance; Company departments; Industries and professions. At the end of the book there is an English–German/ German–English dictionary plus an up-to-date map of Germany, Austria and Switzerland. With the book comes a useful cassette (plus transcript) with over 150 business phrases and 16 situational dialogues, clearly spoken by native speakers.

The book is not to be seen as a textbook for a course in business German. However, it is extremely valuable as a handy business phrase book for anyone with a very good basic knowledge of German, or even for teachers who need to acquire business vocabulary. How many of us would already have, for example, the following sentence at our fingertips: '*Unsere Aktuare wenden bei Versicherungs-fragen sowohl Wahrscheinlichkeits- und Statistiktheorien als auch Finanz-prinzipien an*'? At £10.95 the package is quite a bargain.

DIETLINDE HATHERALL
University of Greenwich

Culture in the Federal Republic of Germany, 1945–1995

Reiner Pommerin (ed.)

German Historical Perspectives XI, Berg, 1996. ix + 151 pp., £24.95, 1-85973-100-7, hardback, £12.95, 1-85973-105 paperback.

It is incumbent on me, as the editor of a rival publication, to declare an interest: like my own *German Cultural Studies: An Introduction* (OUP, 1995) this volume seeks to tap the markedly increased interest in modern Germany and its culture that has been aroused not just by the spectacular events of unification but also as a result of significant changes in the nature of German Studies as taught both at the secondary and higher level. Moreover, it will soon be joined by other volumes attesting to the broadening of the subject away from the study of language and literature, most notably the *Companion to Modern German Culture* and the *Encyclopedia of Contemporary German Culture* (both currently in preparation and to be published, respectively, by CUP and Routledge). Unlike its competitors, however, (and notwithstanding a title that rather misleadingly lays claim to comprehensiveness) Reiner Pommerin's book makes little attempt at coverage, either in terms of chronology, theme or cultural fields. Not only are whole areas of culture barely touched upon (film, the visual arts, music, the media) but, in view of the dates in the book's title, readers might be somewhat surprised at the weighting given to the immediate post-war period reflecting the need, as perceived by the editor, "to re-examine the specific cultural and intellectual beginnings and changes in Germany after 1945" (p. ix).

On the other hand, all eight contributors, German professors to a man (both in status and gender), are authorities in their respective fields and thus most of the essays (such as those on political thought, the role of intellectuals, post-war literature, town planning, modernism/postmodernism, and the Federal Republic's cultural beginnings) provide informative accounts of what, in most cases, it must nevertheless be said, is fairly well-charted territory. Distinguished though these scholars undoubtedly are, the fact that 22 of the 53 books listed under 'Suggestions for Further Reading' are authored by the contributors might possibly be felt to be over-egging the pudding somewhat (especially since most of these titles also appear in the 'Notes on Contributors'!).

ROB BURNS
University of Warwick

Memo. Wortschatz- und Fertigkeitstraining zum Zertifikat Deutsch als Fremdsprache

G. Häublein et al.

Langenscheidt, 1995. Available through European Schoolbooks Ltd. Lehr- und Übungsbuch: 200 pp., £14.25. Lernwortschatz Deutsch–Englisch: 128 pp., £9.95. Cassette: £13.25 + VAT. ISBN 3-468-4979-1/49793-8/49792-X

Traditional vocabulary books contain blocks of about ten words with the English equivalents, grouped in topics. Despite good intentions, most students soon stop working with them because the words lack a context. The new *MEMO* package is far more stimulating and includes three inter-related elements, the *Lernwortschatz Deutsch–Englisch*, a 45-minute audio-cassette and the *Lehr- und Übungsbuch*. 18 units activate some 3,000 words relating to topics such as the family, shopping, careers, the media, the state and society. Students are given useful tips and hints on finding the method of learning which suits them best. Each thematic section presumes a good knowledge of tenses and word order. The package would be suitable for A level or first-year university students.

The cassette contains short descriptions and extracts, combining chunks of related words (including the most basic GCSE vocabulary) and weaving them into a meaningful whole. The quality of recording, use of sound effects and the crispness of pronunciation is excellent, and the speakers come from Germany, Austria and Switzerland. Students would benefit from listening to the cassette again and again. Transcripts are included with the answers to the exercises.

Although only in black and white, the workbook is stimulating, helpful and imaginative. There are labelled diagrams, photos and a wide range of short extracts from Austrian, Swiss and German sources. One excellent feature is the inclusion of the '*Regio-Boxen*' with typical Austrian, Swiss and German variants. Find out, for example, where these words and their equivalents are used: '*Attikawohnung*', '*Semmel*', '*Weggli*', '*Schrippe*', '*Gehsteig*' and '*Trottoir*'. Useful cross-references are given to related sections of the book. For example, in the section on fitness students are referred back to the section on the body.

In the *Lernwortschatz*, in addition to groups of German words with English equivalents, there are short texts with gaps to complete. Most answers are easy. No answers are given, but although the materials have apparently been extensively tested in many European countries, they could be very frustrating for self-study, since some of the examples are not as straightforward as they first appear. The first letters of the missing word are given, but students sometimes have to add adjective endings, construct irregular forms of strong verbs and alter the form of nouns.

The package could be used both for self-study and as a stimulus for oral work and would form an excellent additional component for any post-GCSE course.

SUSAN TEBBUTT
University of Bradford

Turkish Culture in German Society Today

David Horrocks and Eva Kolinsky

Berghahn Books, 1996. xxxviii + 207 pp. HB: £26, pp: £9.95. ISBN 1-57181-899-5/047-1

This collection of essays arose from the stay as Visiting Writer at Keele University of Emine Sevgi Özdamar, actress, director and latterly the much-praised author of the novel *Das Leben ist eine Karawanserei*. The collection comprises three principal areas: background articles on social and political aspects of the Turkish minority's situation, two general articles on culture and three pieces on and by Özdamar.

An initial, thorough survey of the Turks' situation goes beyond current assumptions and provides an excellent range of up-to-date statistics. Many of the themes raised are later developed into a cogent argument for government action against discrimination, and a further essay provides a sensitive and differentiated depiction of Islam in Germany and its future prospects.

These essays provide the social and political backdrop to two essays on Turkish culture in Germany in general: the first is a wide-ranging and thoughtful survey of migrants' literature and the second covers aspects of everyday culture.

Three perceptive pieces on and by Özdamar serve to highlight the freshness and originality of her approach and the deep, consistent humanity of her attitudes. The concentration on her work is justified by the editors in terms of perhaps representing a new phase of sophistication in migrants' literature, but this effectively de-emphasises the significance of other contemporary Turkish authors referred to in the survey essay.

The editors succeed well in providing a sound social and political context for a discussion of Turkish minority culture, but the sheer range and diversity of this culture is not (perhaps cannot be) covered evenly: Yüksel Pazarkaya, probably the single most successful and prolific mediator of Turkish culture and language in the last thirty years, merits one brief mention.

These points do not detract from the importance of the collection in its initiation of debate nor from its usefulness. While successfully identifying the particularities of the Turks' situation, the collection's agenda extends to perspectives on minorities' issues and multiculturalism in general. The style is approachable and jargon-free, and an extensive bibliography provides many suggestions for further reading. It will be a rich source of material and ideas for sixth-form and university teachers and it provides a valuable introduction to the work of Özdamar.

JIM JORDAN
University of Derby

Ja!

Chris Watson and Roy Dexter

Addison-Wesley Longman, 1996. Student's Book: v + 187pp., £7.99. Teacher's Book. iv + 146pp., £28.50. Copymasters: 45pp., £37.50 + VAT. 0-582-27483-4/27482-6A/287-529

German Homework Activities

Harriette Lanzer

Association for Language Learning, 1996. 54 worksheets, 8 answersheets. £30, 10% discount for ALL members. ISBN 0-903-846-11X

Ja! is widely advertised as an all new and self-contained course book for Key Stage 4 German. It has been compiled to provide resource, revision and extension material for students of all abilities who are being prepared for the GCSE exams.

The Student's Book starts with a double page spread of phrases which are likely to be used and heard in the classroom situation and has obviously been placed there to facilitate the two-way use of German in lessons as far as is feasible. The page layout is colourful and within each topic has a variety of differentiated speaking, listening, reading and writing activities with written English kept to a minimum. The use of English is helpful as it allows differentiation to take place. Each of the Topics has been carefully planned to motivate the interests of teenagers and allow not only for the differentiation of work but also for extension and independent learning to take place. After the Topic Units there is a large section devoted to Grammar, Verbs, a bi-lingual dictionary and explanations for the student for the speaking exam and study skills. This student's book is good value and, I feel, would allow all students to be fully prepared for the GCSE in German.

The Teacher's Book, although published in black and white, has a layout which assists the careful planning, structuring and differentiation of lessons. It has full transcripts of all the audio cassettes and plenty of ideas for differentiated and extended activities. Although quite expensive, I believe it is very good value for the support it provides for teachers.

The Copymasters contain a wide variety of activity-based worksheets which supplement the Student's Book and allow the teacher to differentiate homeworks and classroom-based work. Overall I see this new self-contained course as a useful addition to resources available for students at Key Stage 4 and Standard Grade German.

German Homework Activities is a pack of photocopiable worksheets with answer sheets. It is a very useful Key Stage 3 Resource which would allow teachers to provide students with basic skill revision, extension work or examples of autonomous learning. Even though these look expensive and there are also the photocopying costs and the danger of 'death by worksheet', this resource deserves a place by right on the resource shelves of Modern Language Departments for use at Key Stage 3 and there is the incentive to ALL members, who benefit from excellent INSET courses, of a 10% discount on the price. I am pleased to see that the resources being produced now are keeping abreast of the changes in modern language teaching and learning.

NIGEL FRANKLIN
Peterborough

The Phonology of German

Richard Wiese

Clarendon Press, Oxford, 1996. x + 351 pp. £40.00. ISBN 0-19-824040-6

Richard Wiese's book is to be warmly welcomed, as there is an undoubted dearth of accessible literature on German phonology in English. The notable recent exception is Benware (1986), but this is now over ten years old and is much more of an introductory text, giving a relatively brief treatment of German phonetics and phonology together in one book.

In contrast, Wiese's book is an in-depth survey of the current state of research in German phonology, covering the whole of the field with the exception of intonation. In fact, it goes beyond a mere survey as it also includes some original contributions by the author to areas such as segmental feature structure, higher prosodic categories, prosodic morphology, underspecification, and word stress. The author states that his description does not presuppose any specific phonological knowledge on the part of the reader, but this should not be taken as meaning that it is a suitable introductory text. I suspect that most students would find it too demanding for that purpose.

The way the material is presented means that sometimes information on a certain topic must be sought from various parts of the book, e.g. the question of the phonemic status of affricates is started in chapter 2.2.2 (p. 13), continued in chapter 3.2.1.2 (p. 40 ff.) and concluded in chapter 7.5.2 (p. 261 ff.); the treatment of the phonemic status of diphthongs is similarly spread throughout a number of chapters. This makes the book somewhat difficult to 'dip into' for information on specific points, but the discussion succeeds in holding the interest of the reader and the construction of the argument in fact provides fascinating evidence of the way each detail of phonological structure is tied up with many others.

Throughout the book, Wiese argues his case extremely well. Linguists may not agree with his analysis of every individual thorny question of German phonology (e.g. linking morphemes, p. 143 ff.), but Wiese always presents a plausible case based on sound arguments.

On the whole, the book is written in excellent English. There are occasional infelicities in the style which betray the non-native speaker, but there are very few downright errors, so it would be quibbling to mention any.

I have no doubt that this book will form essential reading for postgraduate students and researchers in the fields of German phonology and linguistics. It will also be of interest to advanced undergraduates studying this aspect of German linguistics. It is to be hoped that the availability of this excellent book might encourage a revival in the study of phonology among English-speaking students of German.

Reference

Benware, W.A. (1986) *Phonetics and Phonology of Modern German. An Introduction*, Washington DC.

CHRISTOPHER HALL
University of Leicester

Deutsch Vergnügen. Deutsch lernen mit Rap und Liedern

Uwe Kind and Erika Broschek

Langenscheidt, 1996. Available through European Schoolbooks Ltd. Book, 2 audio cassettes.
ISBN 3-468-49557-9/49558-7

Hallo aus Berlin

BBC Education, 1996. Video: £57.50. Resources Book: £19.99. 0-563-375094/37508-6

At last the BBC has plugged the gap in provision of video resources for KS3 German with the publication of *Hallo aus Berlin*. Ten programmes are brought to us by the youthful team of presenters, covering the usual topics – ourselves, family, home, town, food, school, free time, health and holidays. In the final programme they give us a personal view of Berlin.

Although the language is simple, there is always humour and often an interesting angle on an all too familiar topic. For example, the *Schule* programme includes an interview where the Head punishes a sheepish 14-year-old who has been caught smoking by making him clean the '*Raucherecke*'.

The programmes last 15 minutes and consist of scenes with the presenters, vox pops emphasising the use of *du* and *Sie*, animations and songs. As usual in BBC productions, the presenters and people interviewed are racially mixed. Some disabled children participate actively in the programmes. Anyone seeing the pleasure this gives my pupils from the school's physically handicapped unit, would not sneer at this 'political correctness'. The animated figures of Rita and Rolli have proved very popular. The songs are loud, lively and good for grammar teaching. I have seen with dismay that the BBC have recycled Rita and Rolli as Juju et Juliette in the new *Quinze Minutes Plus* although in a less prominent role. The accompanying photocopiable worksheets are well worth having, although I would have preferred a little less elegant white space and a slightly larger font size in the design. They offer a variety of well differentiated activities based on the programmes, and the teachers' notes provide ideas for active watching. Finally, the pack includes a separate cassette of the songs. Even those not blessed with singing talent will find here an invaluable and popular reinforcement of key vocabulary and structures.

Buy *Hallo aus Berlin* now before Rita and Rolli's French alter egos become too deeply embedded in the hearts of those pupils who have French as their first foreign language.

There are 23 songs in Langenscheidt's new resource *Deutsch Vergnügen*. We are promised *Deutsch lernen mit Rap und Liedern*. Uwe Kind's excellent lyrics are particularly valuable in that he employs a modern colloquial style which our pupils miss out on unless they actually meet with German young people. The speech rhythms fit well to the familiar folk-tunes used. Thus *Wo warst du, wo warst du, wo bist du gewesen?* practises perfect tense verbs to the tune of Jamaica Farewell and "*Was machst du denn beruflich, was bist du von Beruf*" fits perfectly to *Mein Hut der hat drei Ecken*. The words are always clearly audible and the lyrics are included in the book. I was disappointed that the promised raps were merely the same songs carefully chanted to a beat. Perhaps reluctant singers will be willing to chant along, but don't pretend that this is really rap. The songs are on two cassettes with photocopiable materials exploiting the structures in a way which might almost be too thorough. There are even worthy tips on preparation, reminding teachers to copy the lyrics on to acetate before the lesson. Not all the songs are equally useful, but they are all tuneful and would provide welcome variety in lessons.

SUE MORRIS
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German Teaching, December 1997, No 16, 35–36

Publications received

Listed below, pending review where appropriate, are all publications received since the last issue of the journal which are of potential relevance to the teaching of German and German Studies.

OMITTED FROM ISSUES 14/15

Die Suche. Das andere Lehrwerk für Deutsch als Fremdsprache. Textbuch 2, Arbeitsbuch 2 + cassettes. Eismann, Volker, Schneider, Peter et al. *Langenscheidt, 1996.*

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Materialien. Anna Seghers >Das siebte Kreuz<. Naumann, Uwe (ed.) *Ernst Klett Schulbuchverlag.*

Paß mal auf! Intermediate Listening Practice. Marsden, Richard. *John Murray, 1996.*

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Wort für Wort. A new advanced German vocabulary. 2nd edition Stocker, Paul. *Hodder & Stoughton, 1996.*

RECEIVED SINCE LAST ISSUE OF GT

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Aiming high. Approaches to teaching 'A' level. Shaw, Glenis (ed.) *CILT, 1996.*

Alle einsteigen! 3 Teacher's Resource File. *Hodder & Stoughton, 1997.*

A Practical Dictionary of German Usage. Beaton, K. D. *Oxford University Press, 1996.*

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Working with your Foreign Language Assistant. *Mary Glasgow Publications/Association for Language Learning, 1997.*

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German Teaching, December 1997, No 16, 37–40

News and Notes

Peter Heaney
Editor

DEUTSCHLAND

■ **President Roman Herzog** at a reception for the participants at the 47th German-British talks at the Königswinter Conference in Berlin this year said: It was stated recently in one of the major German dailies that for our British neighbours Europe is a continent inhabited by impertinent foreigners whose English sounds funny and whose politicians are all living in the wrong century, namely the 20th. Herzog thought this was a rather brash statement for a respected newspaper and concluded it was best not to leave it to newspapers to mould the images which nations have of each other... The most important difference of opinion between us, he went on to say, concerns democracy. British comments on Europe often seem to take it for granted that democracy is only possible at national level. In contrast, German federalists (e.g. Herzog) believe it is possible at all levels, at local, regional, national and European level. But this is an issue which should be discussed calmly and undogmatically, i.e. with British pragmatism, he added.

■ The winners of the **Anglo-German Foundation's 1997 journalism prizes**, worth DM 10,000 each, were Andrew Fisher, *Financial Times* financial correspondent for Germany, and Jochen Wittmann, foreign correspondent of the *Sächsische Zeitung*.

■ The annual award of the **Schlegel-Tieck prize for the best translation** of a German book into English went to Shaun Whiteside for his translation of Lilian Faschinger's *Magdalena the Sinner* (publ. by Review – an imprint of Headline Books – in paper and hardback).

■ **Sir Michael Thompson,** vice-chancellor of Birmingham University, has been presented with the Officer's Cross of the Order of Merit of the Federal Republic of Germany for his work in promoting closer high-level academic ties between Germany and Britain.

■ Thomas Kielinger's *Crossroads and Roundabouts: Junctions in German-British Relations* (publ. Foreign and Commonwealth Office and the Federal Press and Information Office) analyses relations between Germany and Britain at many levels and tackles some outdated attitudes. Kielinger was a former foreign correspondent of *Die Welt* and later editor-in-chief of *Rheinischer Merkur*. He began his career teaching at Cardiff University. (Available from the German Information Centre, 34 Belgrave Square, London SW1X 8QB, on receipt of sae. (postage £1.20).)

■ In 1996 **German exports** totalled DM 784.3 bn and imports DM 686.7 bn, a surplus of DM 97.6 – the biggest trade surplus since 1990. Exports were up by 4.6% and imports by 3.4%.

■ The **population of Germany** has risen to over 82 million. This has nothing to do with the birth rate (which is falling) but to the arrival of foreigners and ethnic Germans.

■ Before 1990 there were 10 **telephones** per 100 people in the eastern states and it could take up to 10 years to get connected. Now after 5 million installations there are over 47 per 100 people and 99% of the network is digitalised.

(*The above information is from the German Embassy in London.*)

■ Around 1,500 exhibitors from over 100 countries exhibited over 300,000 new publications at the **Frankfurt Book Fair** in October. The highlight of the fair was the traditional awarding of the Peace Prize of the German Book Trade in the Paulskirche on October 19. It was won this year by the Turkish author Yasar Kemal and the Laudatio was given by Günter Grass whose 70th birthday was three days earlier. With his *Blechtrommel* (1959) he successfully brought German post-war literature to the attention of the international market. It was subsequently made into a film. Grass' novel *Die Rättin* is currently being made into a film.

■ Some of the most important **national parks in Germany** (with area in hectares) are Wattenmeer (536,700), Rhön (184,939), Spreewald (48,463), Berchtesgadener Land (46,742), Rügen (23,500), Bayerischer Wald (13,300)

■ For an opportunity to keep up with **German TV** for those readers who have access to satellite TV (especially Astra – 16 German language channels at present, all in the clear (of which 9 are *öffentlich-rechtlich* and 6 *privat*) and another two or three to come in 1998 (all *öffentlich-rechtlich*) – but don't forget *Deutsche Welle-tv* on Eutelsat II - F1), try to get hold of the house magazines of the various channels. SWF has, for example, its *Journal*, 6 times a year, DM

2 per issue, with news of forthcoming programmes on radio and TV. (Südwestfunk Journal, D-76522 Baden-Baden). The *ZDF Monatsjournal* publishes the full programme of ZDF, 3-sat and *arte* plus summaries of the Kinderkanal and Phoenix: monthly, annual overseas subscription is DM 45, (from: ZDF, Kennwort: ZDF-Monatsjournal, D-55100 Mainz). The SWF-Journal is interesting for its insights into South-West German traditions and culture (e.g. Fastnacht).

■ The latest edition received of ***Südwestfunk Journal*** reports that from the legal point of view any computer connected to the Internet which can therefore receive radio and TV signals should be licenced like any other receiver. This would not apply to households where at least one receiver is already registered. However, it would apply to businesses. The ARD proposes that one fee should cover up to 100 PCs. "Eine Entscheidung über die Gebührenfrage bei Computern ist jedoch von den Medienreferenten der Länder in Absprache mit dem öffentlich-rechtlichen Rundfunk vorerst vertagt worden. Der ARD-Vorsitzende machte jedoch deutlich, daß am Prinzip festgehalten werden müsse".

■ **Studium in Deutschland**. 68 Universitäten, 17 Theologische Hochschulen, 6 Pädagogische Hochschulen, 1 Gesamthochschule, 46 Kunst- und Musikhochschulen, 138 Fachhochschulen, 30 Verwaltungshochschulen. Durchschnittliche Studiendauer: für die meisten Fächer (Medezin, Chemie, Geisteswissenschaften, usw) zwischen 6,2 und 6,6 Jahre und für das Lehramt 7,1 Jahre. 1 660 000 Studenten aus Deutschland, 81 150 aus Europa, 55 960 aus der übrigen Welt.

EX-DDR

„Die sieben Weltwunder der DDR"

1. Obwohl keiner arbeitslos ist, hat die Hälfte nichts zu tun.
2. Obwohl die Hälfte nichts zu tun hat, fehlen Arbeitskräfte.
3. Obwohl Arbeitskräfte fehlen, erfüllen und übererfüllen wir die Pläne.
4. Obwohl wir die Pläne erfüllen und übererfüllen, gibt es in den Läden nichts zu kaufen.
5. Obwohl es in den Läden nichts zu kaufen gibt, haben die Leute fast alles.
6. Obwohl die Leute fast alles haben, meckert die Hälfte.
7. Obwohl die Hälfte meckert, wählen 99,9 Prozent die Kandidaten der Nationalen Front.

■ Gerhard G. war bis Dezember 1996 **Baggerfahrer im Braunkohlerevier** der Niederlausitz. Er und 149 andere versorgten die DDR mit Energie. Er saß damals auf seinem dinosaurierähnlichen Riesenbagger, dem „1417", meterhoch über der Erde, mit Schaufeln so groß wie ein Auto. (Das Monstrum ist fast 50 m hoch und 70 m lang.) Für Gerhard war die DDR der bessere und ehrlichere Teil Deutschlands, reform- und verbesserungswürdig zwar, aber im Kern „gesund und redlich". Er liebt die alte DDR, mit ihren Fehlern und Schwächen. „Der Kapitalismus ist schlimmer als sie uns im Staatsbürgerkundeunterricht beigebracht haben".

(This reminds your N.&n. editor of a record he could not buy in East Berlin in 1956 (*Fritz der Traktorist* who had more time for his tractor and keeping his norms than anything else), but it was 'not available'. Instead he came away with *Ami, go home!*)

The two extracts above are from PZ, September 1997. PZ (= *Politische Zeitung*) is published for the Bundeszentrale für politische Bildung by Universum Verlagsanstalt (PF 300, D-65175 Wiesbaden). *Nicht kaputtschreiben, aber: die Probleme beim Namen nennen. Nicht schönschreiben, aber: positive Beispiele müssen sein. Nicht vorschreiben, was zu denken ist, aber: Angebote zum Nachdenken machen.* Those are the three mottos of PZ and it is designed with young people in mind. Each edition has a theme (and is often relevant to A Level topics): *Automobilität: durchgestartet, ausgebremst, umgelenkt* (the car and the environment, March 1997), *verlocken/verführen/verkaufen – Thema: Werbung* (June 1997) and *verflucht, verklärt: Leben in der DDR* (September 1997).

ÖSTERREICH

■ In der zweiten Hälfte des Jahres 1998 übernimmt Österreich die **EU-Präsidentschaft**. Ein großes Europa-Fest soll also am 1. Juli in Wien eröffnet werden. „Es soll ein Fest der Jugend und der Kultur werden", sagte Wiens Bürgermeister. Inhaltlich will sich Wien als „moderner Wirtschaftsstandort" und als Stadt mit „aktiver Arbeitsmarktpolitik" präsentieren. (Bürgermeiser Dr Häupl wurde kürzlich zum neuen Vorsitzenden der Europäischen Vereinigung der 15 EU-Hauptstädte gewählt.)

■ Austria has signed up to full acceptance of the **Schengen agreement**. This means that from December 1 1997, there will be no inter-EU passport checks at Austrian airports and from April 1, 1998, frontier controls between Austria and Germany and Italy will cease.

■ Werner Lubitz, microbiologist at the University of Vienna: „**Strümpfe aus Seide** waren Madame Pompadour zu dick, sie wollte unsichtbare und schickte ihre Gärtner zum Spinnwebensammeln... Wir können diesen Wunsch mit gentechnischen Mitteln nun übererfüllen und mit unserer Molekularen Spinnmaschine feiner spinnen als Spinnen". The report does not add whether the Department of Microbiology intends to go into the manufacture of stockings/tights!

■ **Franz Schubert** (1797–1828) was baptised, sang in the choir, played the organ, composed and conducted masses for the parish church of Lichtental (Vienna's 9th district). It has recently been restored and is interesting because stylistically it is on the frontier between Rococo and Classicism. This year on Sundays every liturgical and sacred composition written by Schubert has been performed within the main Sunday mass.

(*Information as usual mainly from the Bundespressedienst in Vienna*).

LIECHTENSTEIN

■ **Mehr Pizza und mehr Arbeitsplätze**: Ein neues Produktionsgebäude für Pizza wird in Orbe (Kanton Waadt, Schweiz) gebaut – 30 Millionen Franken wird es kosten, Platz für 160 Mitarbeiter wird es bieten, es hat die Grösse eines Fussballfeldes. Das Stammhaus in Schaan (Liechtenstein) könne den Markt nicht beliefern, erklärte der Geschäftsleiter der Firma. Auch sei es kaum möglich weitere 160 Arbeitskräfte zu finden. Das Werk in Schaan wird sich also auf Pasta und alle weiteren Produkte konzentrieren – ausser Pizza! (*aus: Liechtensteiner Vaterland, Okt. 1997*)

(N.B. As is normal in Switzerland and Liechtenstein 'ß' is not used in the printed word.)

■ The **Liechtensteiner Landeshymne** was written down in the 1850s but by decision of the Landtag the first line was altered in 1963 from „Oben am deutschen Rhein" to „Oben am jungen Rhein", thus reflecting the fact that Liechtenstein was the last remaining representative of the once 343 members of the Heilige Römische Reich Deutscher Nation but that times had changed. It is sung to the tune which we know as "God save the Queen".

> Oben am jungen Rhein
> lehnet sich Liechtenstein
> an Alpenhöh'n.
> Dies liebe Heimatland,
> das teure Vaterland,
> hat Gottes weise Hand
> für uns erseh'n.

RECHTSCHREIBREFORM

■ The position over the proposed German spelling reforms is at the time of writing, to say the least, confusing. Some courts have come out against, others for the changes. In October, for the first time, the Oberverwaltungsgericht Lüneburg (a court 'in zweiter Instanz') declared the reform should be stopped by supporting a mother who complained that her daughter in Klasse 3 of a primary school in Oldenburg was being taught according to the new rules. It has been announced that the Bundestag will settle the matter once and for all in December.

Austria, nevertheless, is sticking with decisions already made: the new spelling is already taught in primary schools. In other schools and official institutions the transition period starts in summer 1998. In Switzerland some cantons have already introduced the new rules into their school, others have postponed the introduction (e.g. Zug, Aargau, Baselland).

The best Internet sites for remaining up to date on the Rechtschreibreform front are:
//www.wuerzburg.de/spec/rechtschreibreform/
and **//www.ids-mannheim.de/reform/**
It is also possible to obtain computer programs which convert old spelling to new spelling. Details can be found on the archives of *Die Zeit*. Firstly call up
//uranus.ecce-terram.de/zeit-archiv/
and then first look out for "KONVERTE.TXT19970404.html" and then for "KONVERTE.TXT 19970620.html".

SPELING REFORM (?)

■ The European Commission have just announced an agreement whereby English will be the official language of the EU rather than German.

As part of the negotiations, Her Majesty's government conceded that the English language needs some simplification and has accepted a 5-year plan that would allow a Euro-English implementation.

In the first year, 'S' will replace the soft 'C'. This will sertainly make the sivil servants jump with joy. The hard 'C' will be dropped in favour of 'K' which will help to klear up some konfusion.

As publik enthusiasm grows in the 2nd year, the troublesome 'PH' will be replaced by 'F'. This will make words like 'Fotograf' 20% shorter.

In the 3rd year publik akseptanse of the new spelling kan be expekted to reach the stage where more komplikated changes are possible. There will be a push to enkorage the removal of double letters, which have always ben a deterent to akurate speling. Also, al wil agre that the horible mes of the silent 'E' in the language is wasteful and these should be droped.

By the 4th year peopl wil be reseptiv to steps such as replasing 'TH' with 'Z', 'W' with 'V' and 'Y' with 'I'.

During ze fifz yer, ze unesesari 'O' kan be dropd from vords kontaining 'OU' and similar changes vud of kors be aplid to ozer kombinations of leters.

After zis, ve vil hav reli irond ot ze fonetics. Zer vil be no mor trubls or difikultis and ve vil find it ezi tu understand ech ozer.

Ze drem of ze Union vil finali kom tru.

(This contribution was found on an Internet site at the University of Graz, Styria, Austria!)

VOLKER, FAREWELL – UND VIELEN VIELEN DANK!

In issue number 5 of *German Teaching* – June 1992 – I had the pleasure of welcoming Volker Hartmann to his post at the Goethe Institut, London. This is matched now in December 1997 by the honour of registering on behalf of the German Committee of ALL, our thanks and farewells.

The years between have seen the introduction and development of exciting projects in support of the teaching and learning of German which thanks to the hard work, vision and enthusiasm which characterised all Volker's endeavours will continue to have an impact even though their originator has left the bustle of London for the fair city of Freiburg.

As he demonstrated with his delightful alphabetical account at the farewell party in his honour on June 17 1997, Volker has a sense of humour which crosses international boundaries and which made his presence welcome whatever the occasion. This is not to say that serious issues we neglected: the survey with Bonn University of the attitudes of young people in Germany and Great Britain and the reaction to the findings of the national press in both countries bears witness to this.

Volker Hartmann was behind the joint BBC Goethe Institut Production *Hallo aus Berlin*, he enlivened German Days with the Deutschland-Quiz and the chance to win a trip to Germany, he supported German for young learners – careful viewers will be able to spot him in the video *3-2-1-Los!* – he organised imaginative programmes for teachers and opened up opportunities for learners in schools. We have come to expect much of our colleagues at the Goethe Institut. Volker Hartmann has met these expectations in full measure. We wish him well for the future – and extend a warm welcome to his successor Doktor Hans Bauer.

MARGARET TUMBER
President, ALL

LEHRERFORTBILDUNGSKURS, MELK. JULI 1997

Melk an der Donau, some 80 km west of Vienna was the venue for our excellent two-week course as non-native teachers of German organised by GKI Sprachkurse, Wien, and – through lack of applicants – it nearly did not take place! However, we were nine in the end, a mixed bunch – five British, two Hungarian, one Portuguese and one Italian – but we soon felt we had known one another for months! Most importantly, here was a course supremely tailored to benefit us all, and with a wholly Austrian-German content. We came away with vast folders full of teaching material suitable for use in the classroom at a whole range of levels, and what is more, we received virtually *full-funding*: thanks to Lingua, the part of the European Union's SOCRATES education programme which aims specifically to improve the quality and quantity of language teaching and learning. Lingua Action B, administered by the Central Bureau for Educational Visits & Exchanges, offers grants to teachers with a minimum of three years' professional experience, in order to help them attend two week INSET activities abroad. We soon began to feel that our colleagues at home were certainly missing something!

So, imagine being accommodated in a vastly beautiful, historic Benedictine abbey, whose treasures tourists from all over the world are already queuing up to visit at 9 am – we were given our own special guided tour! – and imagine having your own spacious room with bathroom and shower, and full or half board according to preference. Imagine a delightful small Austrian town with its own medieval secrets, where everyone is so friendly and obliging, and imagine the spectacular wide Danube, orchards of apricots and immaculate vineyard slopes... this is the *Wachau* region and it simply recommends itself.

However, we also enjoyed a one-day excursion to Vienna, including a first-rate tour of the Schloß Schönbrunn – now in private hands and superbly marketed, lunch in Vienna's oldest hostelry, and visits to the magnificent Stephansdom and the Österreichische Galerie with its fabulous Klimt originals, finishing up the evening in a Heuriger (a wine-bar traditionally offering wines of the most recent vintage). All this was genuinely part of our course, and there were various other excursion options available to fill our (remaining) free time!

At Melk we worked from Monday to Friday, averaging some five and a half hours a day and focusing on Austrian Landeskunde, linguistic, geographical, historical, literary, cultural, social, political, etc., and we all managed to speak German the entire time, even amongst ourselves! There was a series of visiting speakers, who either lectured on their specialism, or involved us in workshops, in addition to our resident expert Kursleiter, who was permanently available, and to whom must go the principal credit for the wide-ranging structure of the course. And we were given two excellent presentations by representatives from major language-educational publishing houses. A comprehensive and very worthwhile course indeed, with its central notion of Austria as a medium for teaching German – for me, certainly, it has provided a fascinating and useful extra dimension to my existing German teaching resources.

Interested colleagues are urged to contact GKI Sprachkurse for course details (Raimund Zodergasse 10, A-1190 Wien. Tel & Fax: +43 132 6808) and the Central Bureau for application forms and details of funding (Lingua Action B. London 0171 389 4916; Belfast 01232 664418; Edinburgh 0131 447 8024). There are two deadlines for applications each year: 1st March and 1st November.

LYNDA NUNN

INTERNET

Since information about items on the Net seems to be becoming a habit, perhaps they should have their own heading – unless they fit more appropriately under a country heading.

Your N.&.n. editor has again been saving up some addresses that might be of interest to Germanists. As usual the 'http:' is omitted.

//www.referate.org
Here (German) pupils are supposed to find completed homework tasks for all important subjects, already graded! Perhaps this is more of interest to teachers than (English) pupils. But it's worth a look!

For the answer to the question 'Which topics are too often ignored by the German media?', visit **//www.avmz.uni-siegen.de/~in/initi.htm** which comes under the Initiative Nachrichten-Aufklärung der Universität Siegen.

To find out about all aspects of etiquette (from Knigge to the Net), try **//members.aol.com/DerGuteTon/einlass.html** and learn some (German) manners!

To find the 'best 1000 German sites', try **//wow.lycos.de (yes: wow not www)** Assembled by the German magazine *TV TODAY* and the search machine Lycos.

For infomation on education:
//www.bayreuth.baynet.de/bildung

For the latest on Schulen ans Netz (the government/Deutsche Telekom sponsored scheme to put schools on the Internet) **//www.san-ev.de** is the place to go.

//www.schulweb.de is the server for Schulen im Web and lists schools involved.

//www.b-o.de is concerned with Bildung online. **//www.leeds.ac.uk/educol** is the address for Education-line, a rapidly growing collection of complete texts in the field of education and training.

//www.german-embassy.org.uk and
//www.wein.de – both self- explanatory!

//www.austria.gv.at was opened by the Austrian Bundeskanzler with the words: Österreich hat seine neue Adresse, Visitkarte, sein Eingangstor, sein offizielles Türschild im Internet.

//www.daad.de – for the pages of the Deutsche Akademische Austauschdienst.

//www.kommon.de – for the homepages of over 170 Germany towns from Aachen to Xanten.

//www.asg.physik.uni-erlangen.de/europa index.htm takes you to the Datenbank Europa of the Albert-Schweizer-Gymnasium in Erlangen.

//www.abc.de/gutenb/gutenb.htm is the deutsche Literaturzentrum im Internet where you can even read books online or look for information on books in general.

//www.bundesarchiv.de tells you where the originals of many documents back to the mid-19th century may be found.

//www.umwelt.de – environmental matters, including a recipe of the week.

//www.dhm.de – the German history museum in Berlin.

//www.expo2000.de – for information about Expo 2000 in Hanover from June 1 to October 31, 2000.

//www.universum.de will lead you to PZ (see above under ex-DDR); e-mail address **pz@universum.de**

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